DOCUMENT RESUME

ED 290 830 AA 001 174

Resources in Education (RIE). Volume 23, Number 7.
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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 88
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $51.00 (Domestic), $63.75 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 290 831 CE 047 965

Robinson, Betty
Job Club/Literacy Education Program Manual.
White Plains Adult Education Center, N.Y.
SPONS. AGENCY- New York State Education Dept., Albany. Div. of Continuing Education.
PUB DATE- 86
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; Economically Disadvantaged; *Employment Potential; Employment Programs; *Job Search Methods; *Literacy Education; *Unemployment; *Welfare Recipients
IDENTIFIERS- *Job Clubs
This manual presents a model with all of the ancillary components that have made the Job Club/Literacy Education Program a successful undertaking for the White Plains (New York) Adult Literacy Program. Section I for administrators focuses on establishing the service (assessing the need, funding, developing linkages, location), managing the program, program objectives, and what the project accomplishes for adult education and for other agencies. A manager's checklist is provided. Section II addresses providing services to the client. It contains a philosophical statement and describes the basic skills component, learning laboratory, the assessment process, and the Job Club component. Other contents include the Job Club philosophy and descriptions of the recruitment/referral process and retention process. Appendixes include a comparison of career counseling and Job Club, staffing, client sequence chart, literacy education sequence chart, Job Club training sequence chart, sample intake schedule, literacy education progress report, Department of Social Service referral letter, Job Club schedule and sample, and a news article on welfare recipients who must work to receive benefits. (YLB)

ED 290 832 CE 048 793

Sloan, Gail M.; And Others
Critical Issues in BOE and Their Impact on Connecticut Business Education Programs. Final Report.
RESCUE, Litchfield, CT.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- 30 Jun 87
NOTE- 23p.; Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; *Business Education; Competency Based Education; *Curriculum Development; Educational Objectives; Evaluation Criteria; *Office Occupations Education; *Program Content; *Program Improvement; Secondary Education; *Statewide Planning; Student Evaluation
IDENTIFIERS- *Connecticut
During the 1986-1987 school year, a study was undertaken to examine four issues that are critical to business and office occupations education (BOE) in Connecticut. These issues were whether (1) the primary purpose of secondary BOE should be to prepare students for specific occupations or to prepare students for other goals; (2) standard competencies or traditional grading standards should be used to measure students' skills; (3) students entering BOE programs should be tested for basic abilities in reading, math, and writing before entry into the program; and (4) BOE should stress skill development or whether equal emphasis should be placed on management and logical thinking skills. The procedures used included a literature review; a survey of the business community, business teachers, high school principals, superintendents of schools, and guidance personnel; a review of the Connecticut Assessment of Educational Progress in Business and Office Education; and reviews of Connecticut's existing business curriculum and common core of learning. The study indicated that although there is some movement in some schools to address the aforementioned issues, such efforts are clearly not being made in all of the state's schools. For these reasons, it was recommended that the statewide curriculum be reviewed and that specific curriculum changes be made in the curriculum. Specifically, units on critical thinking, problem solving, decision making, logical thinking, human relations, management, and communications should be included. (A bibliography of the sources consulted in the literature review and a list of the critical issues in business education survey are appended.) (MN)

ED 290 833 CE 048 794

Mannebach, Alfred J.; And Others
Revising and Updating the Animal Science Components of the Connecticut Vocational Agriculture Curriculum.
Connecticut Univ., Storrs. Dept. of Educational Leadership.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- Jun 87
NOTE- 353p.; Document contains some light type.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Occupations; *Agricultural Production; Animal Caretakers; Animal Facilities; *Animal Husbandry; Behavioral Objectives; *Curriculum Development; Dairy Farmers; Entrepreneurship; Farm Occupations; Horses; Job Skills; Laboratory Animals; Learning Activities; Lesson Plans; Livestock; Secondary Education; *Statewide Planning; Veterinary Medicine; Vocational Education

This guide is intended for use in teaching Connecticut's revised animal science curriculum at regional vocational agriculture centers. Like its predecessor, this curriculum includes exploratory (intended for grades 9 and 10) and specialized (intended for grades 11 and 12) animal science units and is based on the following major areas of agriculture: animal science, plant science, agricultural mechanics, and natural resources. In this revised version of the curriculum, each unit has integrated in it a section on related potential employment or entrepreneurship job titles and relevant competencies needed for employment or self-employment success. The exploratory units deal with the field of animal science, animal selection, and basic animal care. The specialized animal science units cover the following topics: animal reproduction and genetics; animal health; animal nutrition; production of dairy cattle, poultry, beef, sheep, swine, horses, goats, rabbits, forage, and specialty animals; dairy production; meat products; care of laboratory animals; veterinary services; pet care and services; and riding and horsemanship. Each unit contains some or all of the following: unit title, unit length, grade(s) taught, objectives, related job titles and relevant competencies, a content outline, teacher activities, student activities, evaluation, resources, a bibliography, and sources of pertinent educational media. (MN)

ED 290 834 CE 048 855

Steward, T. G.; Alexander, D. J.
Information and Guidance on Adult Learning Opportunities in Scotland: A Study of Issues and Current Provision.
Edinburgh Univ. (Scotland).
SPONS. AGENCY- Scottish Education Dept., Edinburgh.
PUB DATE- Aug 87
NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; *Adult Programs; Adult Students; Continuing Education; Delivery Systems; Distance Education; Educational Needs; *Educational Policy; *Educational Trends; Foreign Countries; Futures (of Society); Government Role; Guidance Programs; Institutional Cooperation; Lifelong Learning; Policy Formation; *Post High School Guidance; Postsecondary Education; *Program Improvement; Technological Advancement
IDENTIFIERS- *Scotland
This report is an overview of the current state of adult education and guidance in Scotland, focusing on issues and problems and suggesting methods of helping more adults take advantage of educational opportunities. The report is organized in six chapters. The first chapter surveys policy and conceptual issues in the development of guidance for adult learning. Topics explored include developments in adult and continuing education in Scotland, the challenge of change, local structures, organization and resources, and issues for consideration in policymaking. Chapter 2 focuses on developments, innovations, and issues in guidance in Renfrew, and Chapter 3 covers the same material for Lothian. Information technology and innovatory approaches are the subjects of the fourth chapter. Issues raised in this chapter concern current arrangements, barriers to development, a paradigm shift in guidance, national coherence, and delivery system improvement. Chapter 5 reports on a survey of current arrangements in provision of guidance, and the final chapter contains a summary and conclusion with recommendations. The questionnaire and responses from the survey described in Chapter 5 are provided in appendices. (KC)

ED 290 835 CE 048 856

Alexander, D. J.; And Others
A Study of Policy, Organisation and Provision in Community Education and Leisure and Recreation in Three Scottish Regions.
Nottingham Univ. (England).
SPONS. AGENCY- Scottish Education Dept., Edinburgh.
REPORT NO.- ISBN-0-902031-99-6
PUB DATE- 20 Jan 84
NOTE- 585p.
AVAILABLE FROM- Scottish Academic Press, 33 Montgomery Street, Edinburgh, Scotland EH7 5JX.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Programs; *Community Education; Educational Needs; Foreign Countries; *Leisure Education; Leisure Time; Participant Characteristics; Postsecondary Education; Program Implementation; Program Improvement; *Recreation; Rural Education
IDENTIFIERS- *Scotland

This document describes a study conducted to examine the effectiveness and efficiency of the provision of leisure and recreation services and community education services in selected areas of the Tayside, Central, and Fife Regions of Scotland. The 18-month-long study gathered 826 responses from 1,060 questionnaires issued in order to study the linkages between the two services and the scope of services of each. This report is organized in four parts containing a total of 14 chapters. Part I provides an introduction to the study, historical background, and an explanation of the methodology and structure of the report. Part II contains an overall view of developments in community education and leisure and recreation, and Part III presents a series of case studies of some of the work within these areas. Covered are community centers, adult basic education, informal further/adult education, community development, a district sports center and swimming pool, sports development, the Countryside Ranger Services, and arts development in Fife and Tayside. Part IV is the final Chapter 14, which provides a summary and analysis of the major findings of the research. References and appendices that contain the questionnaire and details on the research are included. (KC)

ED 290 836 CE 049 225

Rogers, Alan
Universities and the Outside World: The Role of the Universities and Colleges in Adult and Continuing Education and Extension.
Education for Development, King's Lynn (England).
PUB DATE- 87
NOTE- 27p.; For related documents, see CE 049 226-227.
AVAILABLE FROM- Education for Development, Ulph Cottage, Church Plain, Burnham Market, King's Lynn, Norfolk, United Kingdom PE31 8EL (1.50 pounds, including postage; 12 copies: 15 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *College Programs; Community Education; *Continuing Education; *Educational Philosophy; Educational Practices; *Extension Education; Foreign Countries; *Institutional Mission; Nonformal Education; Postsecondary Education; *Role of Education
This report is one of a series of booklets prepared especially for extension workers and others engaged in development programs within or outside universities. It discusses what is meant by extension when applied to universities and reviews the various forms of extension (preentry courses, part-time courses, para-university courses, post-university programs, and professional studies). It examines briefly some of the possible structures that can enable a university to engage in extension and suggests that each university has a mission to fulfill. Self-study questions are provided throughout the booklet. (KC)

ED 290 837 CE 049 226

Rogers, Alan
Teaching Adults in Extension.
Education for Development, King's Lynn (England).
REPORT NO.- ISBN-1-870447-00-X
PUB DATE- 87
NOTE- 61p.; For related documents, see CE 049 225-227.
AVAILABLE FROM- Education for Development, Ulph Cottage, Church Plain, Burnham Market, King's Lynn, Norfolk, United Kingdom PE31 8EI (2.00 pounds, including postage; 12 copies: 20 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Development; *Adult Education; *Adult Learning; Adult Programs; *Adult Students; Anxiety; Behavioral Objectives; Classroom Techniques; Curriculum Development; *Extension Education; Foreign Countries; *Student Characteristics; Student Participation; Student Role; Teacher Role; *Teaching Methods
This booklet is intended to help individuals teaching in extension programs understand the special needs of adult learners and use teaching techniques that have proven effective with adult learners. The first group of chapters deals with the importance of self-motivation to adult learning, the importance of taking the time to outline the goals of a course clearly and to determine students' reasons for taking particular courses, the principal distinguishing characteristics of adult learners (perspective, autonomy, and maturity), and teaching methods that are especially appropriate with adult learners. The differences between teaching and learning, the concepts of teachers as agents and students as learners, the importance of setting clear goals and objectives, and the relationship between course content and teaching methods are examined. A series of generalization about adult learners is presented, and the major changes that occur through the adult development cycle are outlined. The four main areas of learning--skills, knowledge, understanding, and attitudes--are described, and the importance of motivation in adult learning is stressed. The next chapter clarifies the relationship among goals, objectives, and outcomes. Learning groups and the roles of teachers and learners in learning groups are discussed. Guidelines for developing the curriculum, selecting course content, and choosing appropriate teaching methods are presented. The next two chapters deal with blocks to learning and anxiety. The final two chapters describe ways in which teachers can evaluate their performance and encourage their adult students to take as active a role in their own learning as possible. (MN)

ED 290 838 CE 049 227

Rogers, Alan
Teaching Methods in Extension.
Education for Development, King's Lynn (England).
PUB DATE- 87
NOTE- 41p.; For related documents, see CE 049 225-226.
AVAILABLE FROM- Education for Development, Ulph Cottage, Church Plain, Burnham Market, King's Lynn, Norfolk, United Kingdom PE31 8EL (1.50 pounds, including postage; 12 copies: 15 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Audiovisual Aids; Conventional Instruction; Diagnostic Teaching; *Discovery Learning; *Experimental Teaching; *Extension Education; Foreign Countries; Lecture Method; Peer Teaching; Postsecondary Education; Questioning Techniques; Role Playing; Simulation; Small Group Instruction; *Student Evaluation; *Student Participation; *Teaching Methods
This booklet is intended to help individuals teaching in extension programs select teaching methods that are appropriate to the subject of their particular course, the number of students enrolled in the course, its time and duration, and the place in which it is being held. The first chapter discusses the importance of making a conscious choice of teaching methods and combining several methods in any given course. The second chapter explains the differences between expository, discovery, participatory, and evaluative teaching methods. The next four chapters cover each of these techniques in greater detail. Expository methods are discussed from the standpoint of lecture techniques and the use of blackboards, overhead projectors, teaching aids (audio and visual), and demonstrations. The chapter on exploratory methods includes guidelines for using various discovery methods (reading, projects, case studies, surveys, visits) and experimental methods (practice, trial and error, problem solving, group learning activities). Various participatory methods, including group discussion, debate, subgroups, buzz groups, snowball sessions, introductions, peer teachers, role plays, simulations, and dramas are discussed next. The chapter on teaching methods in evaluation covers questions, tests, quizzes, exercises, and self-assessment. The importance of adequate planning and preparation are discussed in the final chapter. (MN)

ED 290 839 CE 049 250

O'Malley, Peggy, Comp.; Person, Jean, Comp.
The Indiana Implementation Handbook for Principles of Technology.
Indiana Univ., Bloomington. Vocational Education Services.
SPONS. AGENCY- Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE- 87

NOTE- 185p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Course Content; Course Organization; High Schools; Occupational Information; Physics; *Program Implementation; *Secondary School Science; State Curriculum Guides; Student Recruitment; *Technology; Vocational Education
IDENTIFIERS- Indiana; *Principles of Technology (Course)

Principles of Technology (PT) is an applied science course intended for high school vocational students. It emphasizes the basic principles of physics that form the foundation of modern technology, combining science and mathematics concepts with extensive hands-on laboratory experiences. This handbook helps teachers and administrators in Indiana implement the PT course for statewide use. The guide is organized in eight sections. The first section describes the implementation plan for the state of Indiana, providing information on course design and content. In the second section, information is provided to help schools plan and organize a PT course. The third section contains information for teachers on recruiting students and using the textbook effectively, and the fourth section provides occupational information for counselors. An implementation timeline occupies the fifth section. The sixth section is a guide to information dissemination, including press releases and informational materials. The final two sections explain how to order materials and manage the laboratory and equipment. (KC)

ED 290 840 CE 049 251

Research-Based Model for Adult Consumer-Homemaking Education.
Ball State Univ., Muncie, Ind.
SPONS. AGENCY- Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE- 86
NOTE- 244p.
AVAILABLE FROM- Vocational Education Services, 840 State Road 46 Bypass, Room 111, Indiana University, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Adult Programs; *Consumer Education; Delivery Systems; Educational Planning; Home Economics; *Homemaking Skills; *Marketing; *Models; *Program Development; Program Evaluation; Program Implementation

This model is designed to be used as a guide by all teachers and designers of adult vocational consumer and homemaking courses who usually function as program planners. Chapter 1 contains an operational definition, the rationale, and description of intended users. Chapter 2 presents the model description with an overview and discussion of the major components: planning, marketing, delivery, and evaluation. The fully developed model concludes the chapter. Chapters 3-6 cover planning, marketing, delivery, and evaluation. Each chapter contains guidelines for these strategies and resources that may be used. A 29-item bibliography is included. (YLB)

ED 290 841 CE 049 255

Dwyer, Margaret M.; McRae, Michele, Ed.
Indiana Partners in Education Handbook.
Hoosiers for Economic Development Committee, Indianapolis, IN.
SPONS. AGENCY- Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE- Jan 85
NOTE- 178p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Business Responsibility; *Community Role; Cooperative Programs; Education Work Relationship; Elementary Secondary Education; Institutional Cooperation; *School Business Relationship; *School Role; *Volunteers
IDENTIFIERS- *Indiana

This handbook was developed to encourage business/education partnerships throughout Indiana. The first section introduces the idea of business-education partnerships and provides some examples. It then outlines principles for a successful partnership, warns against possible pitfalls, and estimates partnership costs. In the second section, the role of the community in partnerships is addressed. The third section describes the role of the business partner. Topics explored include benefits from the business perspective, characteristics of a successful business partner, the role of the chief executive officer, and the business volunteer leader's role. The fourth section discusses the school's role, including benefits from the school perspective, characteristics of a successful school partner, and the roles of the school principal, school volunteer leader, and the educator volunteer. The bulk of the document consists of training materials on the following subjects: company-school collaboration, recruiting and assessing a partner, volunteer leaders, managing a successful partnership, effective groups, and program design, implementation, promotion, and evaluation. (KC)

ED 290 842 CE 049 352

Tucker, John D.
Distance Learning Program for Delivery of Adult Basic and Secondary Education. Program Year 1986/87. Final Report.
Odessa Coll., TX.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Adult and Community Education Programs.
PUB DATE- 87
NOTE- 104p.; Attachments F and G are not included in this document.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Programs; *Distance Education; *Educational Television; *High School Equivalency Programs; Program Development; *Program Implementation
IDENTIFIERS- *General Educational Development Tests
The purpose of a project was to develop a comprehensive distance learning system for undereducated adults not being served through traditional adult education classroom instruction. Odessa College (Texas) developed and implemented a televised delivery system for General Educational Development that complemented and supplemented existing adult education programs and could be incorporated into regular program operation without significantly increasing program costs. Activities included the formation of an advisory board, broadcast within a 40-mile radius of Odessa, publicity, student enrollment, and development of a project implementation manual. Project products were an enrollment form, student contact and support services forms, outline for plan to assist business/industry/agencies, sample questionnaire to verify contact hours, student response sheets, supplemental workbooks and exercises, and a project implementation guide. (Appendixes include the project products and other materials and correspondence. Attachments are comprised of sample questions to verify contact hours; student response sheets and questionnaires for contact hours for reading and science, social studies and writing, and math; and the supplemental guide for the math workbook.) (YLB)

ED 290 843 CE 049 398

Blank, Joan W.
Program Standards for Business Education. Vocational Education Program.
PUB DATE- 87
NOTE- 9p.; Document printed on light green paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Standards; Advisory Committees; Articulation (Education); *Business Education; Course Content; Curriculum; *Curriculum Development; Educational Equipment; Elementary Secondary Education; *Entrepreneurship; Equal Education; Occupational Clusters; *Program Content; Small Businesses; Special Programs; *Statewide Planning; Student Organizations
IDENTIFIERS- Future Business Leaders of America; *Wisconsin
Comprehensive business education programs must serve the total school population through a relevant curriculum oriented toward providing career direction, a sound foundation for advanced study, and the development of employability and job skills. A comprehensive program consists of many components, including curriculum, equipment, advisory committees, student organizations, staff, and students. To be complete, business programs must encompass the areas of administrative services, accounting, and business enterprise. Course titles, position descriptions, student materials, and curriculum guides must be updated to eliminate stereotyping and incorporate current trends in business education. Because of the increasing importance, the following topics should be covered in individual courses: keyboarding, business communications, entrepreneurship/free enterprise, human relations, microcomputer applications, information processing, dictation and transcription, business concepts, business procedures, and business occupations. In schools where only one advanced instructional program component is offered in business education, the planned activities and experiences should be individualized and designed to accommodate students from all three clusters (administrative service, accounting, and business enterprise occupations). The areas of articulation, state-of-the-art equipment, equity, business advisory committees, and special needs must also be given adequate consideration. (MN)

DOCUMENT RESUME

ED 290 844 CE 049 421

Stern, Dena Shaver
Cooperative Career Education Program.
PUB DATE- Dec 87
NOTE- 8p.; Paper presented at the Annual Meeting of the American Vocational Association (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Education Work Relationship; *Industrial Training; Mainstreaming; Maintenance; *School Business Relationship; *School Community Programs; Secondary Education; Severe Disabilities; *Severe Mental Retardation; Transitional Programs; Vocational Education; *Vocational Rehabilitation; *Work Experience Programs
IDENTIFIERS- Massachusetts (Boston); Supported Work Programs; *Work Inc

Work Inc., a community rehabilitation center south of Boston, provides moderately to severely disabled (primarily mentally retarded) students with paid work opportunities while they are still in school. In the Work Inc. program, the Greater Boston business community becomes part of the daily curriculum of 500 students in 35 different communities within a two-hour radius of Boston. The program is based on a cooperative model that combines the strengths of the school and the community rehabilitation center. Work Inc. provides direct help to schools in the form of consultation services. Students are given assistance in making a smooth and effective school-to-work transition through two programs--an in-school work program and a community employment program. In the in-school work program, students spend between one and three hours daily doing industrial subcontract work (including salvaging, collating, sorting, assembling, packing, and heat sealing). Students are paid approximately half the going industrial rate, earning about $36.00 for two weeks' worth of industrial work (two hours each day). The community employment program provides supported employment at 24 sites, offering a variety of industrial and janitorial experiences. The program is based on an enclave model with 5-10 workers. The average two-week paycheck for a student working 50 percent of the time is $55.00 at an industrial site and $75.00 for janitorial work training (30 hours per week). Besides providing disabled students with valuable work experience, Work Inc. has raised parents', teachers', and administrators' general awareness of the students' abilities. (MN)

ED 290 845 CE 049 424

Topping, K. J.; Scoble, J.
Ryedale Adult Literacy Paired Reading Training Pack.
Kirklees Metropolitan Council, Huddersfield (England).
PUB DATE- 86
NOTE- 61p.
AVAILABLE FROM- Paired Reading Project, Kirklees Psychological Service, Oastler Centre, 2nd Floor, 103 New Street, Huddersfield HD1 2UA, England (text and videocassette: 11.70 pounds).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Learning; *Adult Literacy; Classroom Techniques; Foreign Countries; Interactive Video; *Literacy Education; *Peer Teaching; Program Content; *Reading Instruction; *Teaching Methods; *Volunteers
IDENTIFIERS- Great Britain

The Ryedale Adult Literacy Paired Reading Project pairs tutors and adults with reading difficulties. In the Ryedale program, tutees choose reading material that is within the tutor's readability level. The tutor and tutee read aloud together at the tutee's pace until the tutee has made enough progress to read aloud alone. When tutees feel ready, they signal nonverbally to read alone. The ultimate goal of the reading session is to increase tutees' spans of correct reading and have them develop the capacity for self-correction. Praise plays a crucial role in the model and is provided at all stages, including the joint oral reading, the tutee's decision to attempt solo reading, and the solo reading itself. This training packet is intended to help volunteers learn to tutor within the framework of the paired reading arrangement. The scope of the adult illiteracy problem, the history of the adult literacy movement from 1973 onward, and ways in which the problem can be addressed are discussed in an overview. The history and services offered through the Ryedale Adult Literacy Paired Reading Project are described, and selected project publicity materials are provided. The procedures for conducting a group training session for volunteer tutors and an instructional outline for the training session are included. A pamphlet referred to as a dictionary of praise has been provided to help tutors refer to and record their pupils' progress in a way that is both constructive and encouraging. A flowchart explaining the paired reading methodology is also included. The materials in the pack are designed for interactive use with a related videocassette. (MN)

ED 290 846 CE 049 430

Parsons, Cynthia
SerVermont--The First Year. 1986.
REPORT NO.- ISBN-0-9617872-1-X
PUB DATE- 87
NOTE- 60p.; For a related document, see CE 049 431.
AVAILABLE FROM- Vermont Schoolhouse Press, P.O. Box 516, Chester, VT 05143 ($8.00 plus $1.25 postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; High Schools; *High School Students; Intergenerational Programs; Program Development; Program Implementation; *Social Responsibility; *Statewide Planning; *Student Participation; *Volunteers
IDENTIFIERS- *SerVermont; Vermont

SerVermont is a volunteer program for high school students. The program stresses public service in the community and is intended to teach students the value of personal volunteer service to their local communities. During SerVermont's first year of operation, 11 high schools were awarded minigrants to be used in developing programs in which student volunteers would work to improve their local communities. The following programs were initiated: a program in which teams consisting of high school students and a senior citizen or faculty member organized annual spring and autumn clean-ups of senior citizens' yards and houses; a program in which special education students took part in improving a local outdoor recreation area; a program to clean up the community common; a seat belt education campaign; a community service auction; a program in which high school students staged a musical performance for local senior citizens; a project in which woodshop students are making welcome signs for their town; a leadership forum to honor senior citizens who have made some important contribution to their town in the past; a student-sponsored combination art exhibit, concert, and luncheon for senior citizens; a library aide program to help other students improve their study and research skills; a local history presentation to help elementary school children become familiar with their town and learn the alphabet at the same time; an intergenerational school luncheon program; and a greeting card and letter writing program in which students correspond with senior citizens on special occasions. (Appendixes comprising two-thirds of the document include miscellaneous programs memos, a sample program inventory sheet, a list of SerVermont minigrant winners and contacts, a program announcement and application, an expenditures memo, and assorted news articles about SerVermont.) (MN)

ED 290 847 CE 049 431

Parsons, Cynthia
SerVermont--The Second Year. 1987.
REPORT NO.- ISBN-0-9617872-1-X
PUB DATE- 88
NOTE- 60p.; For a related document, see CE 049 430.
AVAILABLE FROM- Vermont Schoolhouse Press, P.O. Box 516, Chester, VT 05143 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; Financial Support; High Schools; *High School Students; Intergenerational Programs; Program Development; Program Implementation; *Social Responsibility; *Statewide Planning; *Student Participation; *Volunteers
IDENTIFIERS- *SerVermont; Vermont
SerVermont is a volunteer program for high school students. The program stresses public service in the community and is intended to teach students the value of personal volunteer service to their local communities. During SerVermont's second year of operation, 15 high schools were awarded minigrants ($200 if one teacher was involved, $300 if more than one teacher was involved) to be used in developing programs combining in-class academic study and student involvement in community service. SerVermont also sponsored a program in which teams of eight high school-aged campers and two college-aged leaders worked together to help a single farmer for a concentrated five-day week. A series of teacher workshops was held to solicit ideas on ways in which high school students could serve their local communities, and SerVermont's coordinator spoke at several conferences throughout the state to explain the program and discover ways of expanding it. There has been considerable interest in developing programs in which high school students provide various services to senior citizens as well as in programs which involve both high school students and senior citizens. SerVermont is also considering starting a program of awarding grants to schools to offer all-night alcohol-free parties for graduating seniors throughout the state. (Appendixes include various program memos and four newspaper articles about SerVermont.) (MN)

ED 290 848 CE 049 457

Golightly, Steven J.
National Alliance of Business Sales Techniques and Results (STAR).
PUB DATE- 8 Dec 87
NOTE- 12p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Education; *Counselor Role; Counselor Training; Guidelines; Inservice Teacher Education; *Job Placement; Job Skills; *Job Training; Persuasive Discourse; Postsecondary Education; *Salesmanship; Secondary Education; Skill Development; Teacher Education; *Teacher Role; Training Methods
IDENTIFIERS- *National Alliance of Business; *Sales Techniques and Results (Program)
This paper presents an overview of the Sales Techniques and Results (STAR) training program developed by the National Alliance of Business in conjunction with IBM. The STAR training program can be used to help vocational directors, teachers, and counselors to be better salespersons for cooperative education or job placement programs. The paper describes 11 basic assumptions on which STAR is based. These ideas are described under the following headings: (1) people who help other people obtain jobs are sales representatives; (2) the customer-oriented selling approach; (3) focusing on the customer; (4) call phases; (5) communication skills; (6) three kinds of customer obstacles; (7) true concerns versus requests for information; (8) the social styles approach; (9) think, feel, behave; (10) "cross" foil (social styles); and (11) assumptions about versatility. The paper concludes with a 10-question true/false test about STAR, with answers and explanations provided. (KC)

ED 290 849 CE 049 462

Adams, Patricia; And Others
Basic Skills Competencies for Career Enhancement. Procedural Guide, Curriculum, Lesson Plans, and Marketing Brochure for Model On Site ABE Classes in Government and Industry. Final Report and Final Products for ABE 310 Project 40272.
North Seattle Community Coll., Wash.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 30 Sep 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; Competence; Competency Based Education; *Corporate Education; *Government Employees; Learning Activities; Lesson Plans; *Literacy Education; *Local Government; Marketing; Models; Outcomes of Education; Pilot Projects; Program Development; Public Relations; Reading Instruction; Skill Development; Two Year Colleges; Writing Instruction
IDENTIFIERS- 310 Project; *North Seattle Community College WA

This document describes a demonstration pilot project that brought Washington's North Seattle Community College (NSCC) instructors together with the staff training office of the City of Seattle. With a 310 grant, the NSCC Adult Education Division offered a successful basic skills course on-site for City of Seattle employees. The procedural guide included in this document shows the steps NSCC adult education instructors took to identify and assess trainees' skill levels, to learn supervisory expectations of the training, to familiarize themselves with reading and writing tasks and materials the trainees have to use on the job, and to compile lists of competencies identified by supervisors and teachers. The guide also shows steps taken to recruit, market, test, and evaluate the program. The second part of this document is a competency-based program of instruction in basic skills that includes the syllabus, pretests and posttests, assignments, lesson plans, competencies, and job-related materials for the reading and writing and test-taking class at the City of Seattle. The final product included in this project is a marketing brochure that the Adult Education Division will use with other companies and agencies to promote in-house training in basic skills. (KC)

ED 290 850 CE 049 466

Region V Study of Access, Services and Benefits from Vocational Rehabilitation 1972 to 1984: A Gender Perspective.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Sep 87
NOTE- 112p.
AVAILABLE FROM- Research and Training Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accessibility (for Disabled); Access to Education; Agency Cooperation; Disabilities; Equal Education; Females; Males; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Improvement; *Sex Differences; *Sex Discrimination; Sex Fairness; State Programs; *Vocational Rehabilitation

The vocational rehabilitation agencies in Region V (Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin) cooperated in a study to determine whether there were systematic gender differences along input, program, and output dimensions among the state vocational rehabilitation programs in the region over a 13-year period, 1972-1984. The interdependence of gender, as well as fiscal year, on selected state-level indexes of client characteristics, service delivery, and program impact was examined using a study group approach. Data for the study were drawn from the R-300 data files that are submitted annually by each state agency to the Rehabilitation Services Administration. The study found important differences in characteristics, service patterns, and outcomes and impacts of the vocational rehabilitation program as between men and women in the region. The results indicate a serious problem of inequity in the impacts of the vocational rehabilitation program on men and women with disabilities. The research clearly demonstrated that women with disabilities did not acquire financial resources and occupational success at the conclusion of rehabilitation comparable to those achieved by men. The research raised issues regarding outcomes, inputs, processes, and systemic changes, and recommendations were made to address the problems found in these areas. (KC)

ED 290 851 CE 049 470

DOD Voluntary Education. Determining and Meeting Postsecondary Education Needs in Europe. Report to Congressional Committees.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-88-12
PUB DATE- Dec 87
NOTE- 75p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies--free; additional copies--$2.00 each; 100 or more--25% discount).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; Community Colleges; *Educational Needs; Educational Opportunities; Educational Research; *Educational Supply; Extension Education; Higher Education; *Military Personnel; Military Service; Military Training; *Needs Assessment; Postsecondary Education; Undergraduate Study
IDENTIFIERS- *Europe

An evaluation of voluntary education programs sponsored by the military services focused on how servicemembers' educational needs are determined and undergraduate education services are provided. Using 19 standards originally developed by the Joint Committee on Standards for Educational Evaluation, the General Accounting Office (GAO) analyzed the services' needs assessment processes. At 10 Army, Air Force, and Navy installations in Europe visited by the GAO, the military services identified the programs or courses servicemembers desired to take largely through informal day-to-day contacts among students, educational program officers, and instructors. This information was supplemented through surveys of servicemembers. The study found that educational services in Europe could be delivered feasibly under the multiple supplier system or under the single provider system that the Air Force has adopted. The decision as to which of the two systems to use revolved largely around questions of competition in the selection of schools and advantages or disadvantages of having more than one institution offer the same courses. (Appendixes, amounting to almost one-half of the report include profiles of community colleges and universities providing undergraduate programs in Europe and the evaluation standards checklist and evaluation results.) (YLB)

ED 290 852 CE 049 471

DC Government Problems Have Created Delays in Constructing Educational Facilities at Lorton. Briefing Report to the Chairman, Subcommittee on the District of Columbia, Committee on Appropriations, U.S. Senate.
General Accounting Office, Washington, DC. General Government Div.
REPORT NO.- GAO/GGD-88-1BR
PUB DATE- Oct 87
NOTE- 36p.; Photographs may not reproduce clearly.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies--free; additional copies--$2.00 each; 100 or more--25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; *Correctional Education; Correctional Institutions; *Educational Facilities; *Educational Facilities Improvement; Educational Facilities Planning; *Local Government; Vocational Education
IDENTIFIERS- Criminal Justice Initiative; *District of Columbia

The Department of Public Works (DPW) was provided $12.3 million to construct seven new educational buildings at the correctional institution in Lorton, Virginia. The funds provided under the Criminal Justice Initiative (CJI) were intended to expand the academic and vocational training programs for residents of the District of Columbia's institutions to provide them basic life skills and a trade that they could use upon release to avoid a future life of crime. Programs developed under CJI were to serve as a model for the nation's correctional community. Thirty-eight months after architect/engineering firms were selected to design the facilities, DPW had spent about $6.2 million and had not completed the first facility. Reasons for the construction delays included less time than normal for planning, the disruptive effects of the reorganization that led to establishment of DPW, a lengthy procurement process, inadequate oversight of construction activities, and poor management practices. DPW initiated action intended to minimize such delays on future projects and to improve overall departmental operations. (The briefing report is followed by two appendixes giving background information and detailed study findings and including photographs of construction progress to June 2, 1987. A third appendix contains comments from the District of Columbia government.) (YLB)

ED 290 853 CE 049 473

Halstead, D. Kent
Cost of Living, Equilibrium Wages, and Cost of Public Services. City and State Indexes.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 4 Feb 88
NOTE- 168p.; Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; *Costs; Geographic Location; Government Employees; Housing; *Human Services; *Indexes; Municipalities; *Regional Characteristics; Utilities; *Wages
IDENTIFIERS- *Cost of Living
This study presents indexes estimating the cost of living, value of amenities, and equilibrium wages in 579 cities and averages for the 50 states and the District of Columbia. An additional index of the cost of providing government public services is derived from these data. The indexes are intended to be useful tools for employees, unions, citizens, and government officers for incorporating geographical price differences into analyzing and establishing salaries and county, city, and state budgets. The narrative portion of the study discusses the indexes and their use and describes how the indexes were developed. Text tables summarize data. Appendixes include formulas for the derivation of the indexes. At the end of the report are found these tables: cost of living, value of amenities, equilibrium wages, and cost of public services by city and state, 1985-87; consumption, state income tax rate, cost of living, value of amenities, and equilibrium wages, by city, 1985-86; cost of consumption and components by city, 1986; property ownership costs by city, 1985; and home heating and cooling costs by city, 1984. (YLB)

ED 290 854 CE 049 477

Pucel, David J.
Computerized Distance Delivery of Vocational Teacher Education.
PUB DATE- 6 Dec 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American Vocational Association (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competency Based Teacher Education; *Computer Assisted Instruction; *Distance Education; Independent Study; Individualized Instruction; Inservice Teacher Education; Pacing; Postsecondary Education; Vocational Education; *Vocational Education Teachers
The University of Minnesota offered an experimental course to teach people to develop performance-based instruction courses and programs for education and industry. Computer-based teacher education was provided through distance delivery independent study with tutoring. The course was designed using the performance-based instructional design procedures being taught. Data were collected from 17 of the 21 people who started the course. Forty-seven percent indicated that their attitudes toward computer-assisted instruction (CAI) changed for the better; 76 percent had very good or good opinions about CAI; 82 percent said that the CAI format of the course would help them as instructors; and 93 percent of those who responded to the question about expectations about the course indicated that expectations were met. Some unique planning and delivery problems were posed for teacher educators by delivery of teacher education courses through distance delivery CAI; these problems concerned course structure, course orientation, teaching time, and learner time. Advantages to the delivery method were self-pacing, taking of courses at remote locations, savings for teacher education institutions, savings of time and money for students, and higher probability of mastery of course content and higher quality of products. Primary disadvantages were lack of immediate feedback, time to operate a computer, and no textbook for reference. (YLB)

ED 290 855 CE 049 478

Pucel, David J.
Incorporating Affective Skills into Performance-Based Vocational Education and Industrial Training.
PUB DATE- 31 May 87
NOTE- 30p.; Paper presented at the Mid-America Conference for Vocational-Technical Education (St. Paul, MN, May 31, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Affective Behavior; Affective Objectives; *Competency Based Education; *Employment Potential; Industrial Training; *Instructional Development; Postsecondary Education; *Vocational Education

Although those psychomotor procedures that were the basic components of occupations of the industrial age still need to be taught, there is a growing need to teach the cognitive behaviors and affective behaviors associated with information processing and service-related occupations. The techniques that have worked well to teach psychomotor behaviors can and should be modified to embrace the teaching of occupationally related cognitive and affective behaviors. Solid competency-based procedures can be adapted to teach affective behaviors. First, job-related affective behaviors that are required for a person to succeed in the occupation can be identified through a job analysis. Second, the specific content that an instructor must teach for a learner to acquire those behaviors must be identified through behavior detailing. Third, how the behavior will be taught must be planned. The Performance-Based Instructional Design System contains a lesson structuring (planning) system that is equally applicable to the psychomotor and affective behaviors. (This system is explained and sample charts, checklists and other illustrative materials are included.) (YLB)

ED 290 856 CE 049 479

Off Shore Distance Education. A DISTED Seminar (Penang, Malaysia, April 16-20, 1987).
DISTED Services Sdn. Bhd., Penang (Malaysia).
PUB DATE- Apr 87
NOTE- 124p.; Portions contain light/marginally legible type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Ancillary School Services; *Distance Education; *Educational Cooperation; *Educational Needs; Educational Research; Foreign Countries; Higher Education; Models; Postsecondary Education; *Student Needs

Nine papers are provided from the seminar, which focused on breaking geographic barriers. Presentations include "So--Who Are Your Clients?" (P. Choo, et al.), which examines demand for tertiary education; "Tertiary Manpower Demand Trends in Malaysia: Some Preliminary Observations" (Wong Poh Kam), which includes a discussion of potential roles of private training institutions in labor force development; "Offshore Distance Education--Models" (Patrick Guiton), which suggests a framework for collaboration; "The Northern Ontario Distance Education Access Network: A Model for Collaboration" (Marian Croft), which describes a collaborative model; "Student Support Services--What Do Overseas Students Need?" (Louise Moran, David Edge), which emphasizes an understanding of different cultural and educational contexts; "The Needs of Our Offshore Students" (Stuart Hosking); "Support Services for Distance Education Students" (Jack Foks), which focuses on which services should be provided and how; "Supervision of Teaching and Assessment in an Open Learning Consortium" (D. F. Swift); and "Information and Documentation in Distance Education" (Keith Harry). (YLB)

ED 290 857 CE 049 483

Villela-Minnerly, Lucia
To Think Well, Be Aware and Not Beware of Contradictions. Draft.
PUB DATE- Oct 86
NOTE- 7p.; Paper presented at the Annual Conference of the Illinois Association for Personalized Learning Programs (Monticello, IL, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Learning; Adult Students; *Cognitive Development; *Critical Thinking; Developmental Stages; *Formal Operations; *Piagetian Theory

In one of his latest works, Piaget (1980) describes the course of development as alternating between periods of relative equilibrium, in which thinking is deductive and discursive, and periods of equilibration, in which thinking is dialectical and constructive. Progressive change depends on these dialectical periods, during which the construction of negations and the awareness of contradiction become vital for development. It is contended that this dialectic is formed in social intercourse. This inner dialogue is an internalization of what was originally an external dialogue, started in infancy and early childhood, between children and their caretakers and peers. Where dialectic demands have not been part of childhood and adolescence, the adult student will have to be confronted systematically with contradictions, in the higher education setting, if formal operations are to be elicited. Formal thinking and a manageable appetite for discrepancy can be elicited through the structuring of classroom activities, specifically through classroom exercises in which each student can find his or her own optimal mismatch. The problem presented by the selection, adaptation, and invention of exercises includes making tasks complex enough in form, so that solution would require formal operations, yet circumscribed enough in content, so that their informational aspect could be either assumed or imparted without overtaxing the memory. (YLB)

DOCUMENT RESUME

ED 290 858 CE 049 486

Barnes, John A.
Setting Directions for the 1990's. Evolving Directions on the International Scene--The United Kingdom Experience.
PUB DATE- Dec 87
NOTE- 16p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Educational Change; *Educational Policy; Educational Trends; Foreign Countries; Graduation Requirements; Postsecondary Education; *Program Content; Secondary Education; *Technical Education; Trend Analysis; *Vocational Education
IDENTIFIERS- *United Kingdom
In recent years, significant economic, social, and demographic changes have occurred in the United Kingdom. These changes have set the stage for a number of changes in the country's adult and vocational-technical education systems as well. There have been several notable developments with regard to the statutory education system (which provides for the education of children up to the age of 16). These include the Technical and Vocational Education Initiative (a study of methods of organizing and managing secondary-level vocational and technical education), development of a general certificate of secondary education (which offers a single certificate for graduating students of all ability ranges as opposed to the previous system of two separate certificates), establishment of city and guild business and technician education council foundation programs, and development of a "National Curriculum 5-16." Three elements in the education and training system for persons over the age of 16 have been developed. These are the sixth form (for pupils who expect to transfer to higher education after the age of 18), the technical college (the traditional vocational education route), and the Youth Training Scheme (for early school leavers). In May 1985, the United Kingdom government established a committee to examine the question of vocational qualifications and the needs for the future. The

committee developed a blueprint for action that called for, among other things, the establishment of a National Council for Vocational Qualifications and the creation of a new national framework for vocational qualifications based on four levels of achievement. When implemented, the recommendations are likely to have an enormous impact. (MN)

ED 290 859 CE 049 488

Davis, Kenneth
Invest a Day/For Your Future. Summary of a Workshop (Urbana, Ohio, November 20, 1986).
PUB DATE- 86
NOTE- 41p.; Attachments are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)
DESCRIPTORS- *Career Awareness; Career Education; College School Cooperation; *Females; Higher Education; High Schools; *Nontraditional Occupations; *Workshops
Urbana University (Ohio) hosted a workshop for 350 girls from five high schools to meet professional women in nontraditional careers. Girls were not discouraged from looking at nursing, teaching, and secretarial careers, but were encouraged to look at all career options. The workshop focused on math/science careers, the space program, and entrepreneurial opportunities. Presenters from each of the 15 career clusters participated. (Attachments, which make up the bulk of the report, include materials from the workshop, such as the workshop schedule, a list of topics to be covered by presenters, sample presenter biographical information sheet, correspondence, list of speakers, workshop evaluation data, and agenda.) (YLB)

ED 290 860 CE 049 492

Groff, Warren H.
Preparing Transformational Leaders in Vocational, Technical, and Occupational Education.
PUB DATE- 87
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Agents; Delivery Systems; Doctoral Degrees; *Educational Change; External Degree Programs; *Graduate Study; Higher Education; *Leadership Training; Technical Education; Trade and Industrial Education; *Vocational Education
IDENTIFIERS- *Nova University FL; *Transformational Leadership
The Programs for Higher Education (PHE) at Nova University (Fort Lauderdale, Florida) developed field-based doctoral programs in higher education, leadership in adult education, and vocational, technical, and occupational education. During the 1980s, PHE critically analyzed the format for the delivery of the specialization seminars for the three programs. PHE decided that the new system should include a learning contract, required units, elective units, participation in the Summer Institute, and a synthesis paper. The first two specialization seminars to be modified were in the vocational, technical, and occupational education program; they are: Personnel-Human Resources Development and The Emergence of Vocational, Technical, and Occupational Education in America. Doctoral students in the Vocational, Technical, and Occupational Education program are, for the most part, pragmatic managers and pragmatic humanists. The exercise to create alternative scenarios of the future was a rewarding experience for the participants and a necessity if the program is to produce transformational leaders, agents of change. The synthesis papers have become qualitatively better over the years. Each student completing the two specialization seminars demonstrated marked improvement during the second seminar, regardless of the sequence in which they took the courses. (Data tables are appended.) (YLB)

ED 290 861 CE 049 493

Rude, Tarri Lou
An Examination of 4-H Youths' Needs and Interests, and Implications for State Conference.
PUB DATE- Aug 87
NOTE- 110p.; Master's Thesis, Washington State University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Conferences; Participant Characteristics; Secondary Education; Student Attitudes; *Student Interests; Student Motivation; *Student Needs; *Student Organizations; *Student Participation; Vocational Education
IDENTIFIERS- *4 H Clubs; *Washington
A study was conducted to determine the needs and interests of teens in 4-H and whether the Washington State Conference is meeting those needs and interests. A mail survey was developed and sent to 557 teen 4-H members in Washington who were randomly selected from the 1985 state enrollment list. Three hundred and sixty questionnaires were returned (65 percent). Data were analyzed using the Statistical Analysis System computer program. The findings indicate that 4-H members are very interested in issues of male/female relationships, drugs and alcohol, teen/parent relations, child abuse, nuclear war, and crime. Respondents rated 4-H projects, county and state fairs, and the state conference in that order of their interest and involvement. However, those who had attended the state conference ranked it higher. Of those who had attended the conference, 90 percent said it was a good experience, although a number said the cost of the conference was a problem. Twenty-four percent of those who had never attended the state conference but were aware of it said that the cost was a deterrent to their attendance. Recommendations were made regarding the cost, marketing, and programming of the state conference; 4-H in general; and the need for further study. (Author/KC)

ED 290 862 CE 049 494

Henson, Sarah Ruth
A Naturalistic Inquiry of a New Extension Employee's First Year: A Case Study with Implications for Induction Training.
PUB DATE- Dec 86
NOTE- 99p.; Master's Thesis, Washington State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Educators; Agricultural Education; Agricultural Personnel; *Case Studies; County Officials; Entry Workers; Experiential Learning; *Extension Agents; *Naturalistic Observation; *On the Job Training; Postsecondary Education; *Program Improvement; *Staff Orientation
The case study reported in this thesis describes the first year of a new Extension agent's employment, as reported by the author-employee. The study includes a review of literature relating to induction training programs and to experiential learning. The case study is presented as a means of incorporating the experiences of a new Extension employee in an induction training program as well as to suggest methods of improving on-the-job training. Described in the study are eight general principles that may help other new Extension workers: (1) be willing to ask for help; (2) an Extension agent can never know everything; (3) develop and retain sensitivity to the local culture; (4) informal communication systems are efficient; (5) an Extension agent has unique opportunities to help people grow; (6) remain empathetic; (7) involving people strengthens ownership; and (8) teamwork can build opportunities. Documentation is provided that describes the study as a naturalistic inquiry. An 81-item bibliography is included. (Author/KC)

ED 290 863 CE 049 498

Distance Education in Asia and the Pacific. Volume I. Proceedings of the Regional Seminar on Distance Education (Bangkok, Thailand, November 26-December 3, 1986).
Asian Development Bank, Manila (Philippines).
PUB DATE- 87
NOTE- 545p.; For volume II, see CE 049 499.
AVAILABLE FROM- Asian Development Bank, P.O. Box 789, 1099 Manila, Philippines ($20.00 plus postage per set; more than 10 sets--$15.00).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Communications Satellites; Computer Assisted Instruction; Continuing Education; Cost Effectiveness; *Developing Nations; *Distance Education; Educational Needs; Educational Radio; Educational Technology; Educational Television; Financial Support; Foreign Countries; Instructional Materials; International Cooperation; *International Educational Exchange; *Nonformal Education; Outcomes of Education; Postsecondary Education; Program Administration; *Program Development; Program Effectiveness; Program Improvement; Telecommunications
IDENTIFIERS- *Asia; *Pacific Islands

These proceedings are divided into three parts. The first part provides a general summary of the discussions under the headings of scope of distance education and nonformal, formal, and continuing education; cost-effectiveness; technology; instructional materials; recognition and status; planning and management; training; international cooperation; suggestions for further studies in the region; and recommendations. The following seminar papers are included in the second part: "Issues in Distance Education" (Motilal Sharma); "Growth and Scope of Distance Learning" (Ralph Smith); "Distance Education in Asia and the Pacific" (Mohammad Selim); "Application of Distance Education in Formal and Non-Formal Education" (James Taylor); "Planning, Management, and Monitoring of Distance Education" (G. Ram Reddy); "Hardware and Software in Distance Education" (Takashi Sakamoto); "Satellite Applications in Distance Education through TV and Radio" (Mohan Sundara Rajan); and "Financing and Cost-Effectiveness of Distance Education" (Wichit Srisa-an). Lists of seminar recommendations and participants conclude the volume. (MN)

ED 290 864 CE 049 499

Distance Education in Asia and the Pacific. Volume II. Proceedings of the Regional Seminar on Distance Education (Bangkok, Thailand, November 26-December 3, 1986).
Asian Development Bank, Manila (Philippines).
PUB DATE- 87
NOTE- 736p.; For volume I, see CE 049 498.
AVAILABLE FROM- Asian Development Bank, P.O. Box 789, 1099 Manila, Philippines ($20.00 plus postage per set; more than 10 sets--$15.00).
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; Computer Assisted Instruction; Continuing Education; Cost Effectiveness; *Developing Nations; *Distance Education; Dropouts; Educational Needs; Educational Technology; Financial Support; Foreign Countries; International Cooperation; International Educational Exchange; *Nonformal Education; Outcomes of Education; Postsecondary Education; Program Administration; *Program Development; Program Effectiveness; *Program Improvement; Telecommunications
IDENTIFIERS- *Asia; Australia; Bangladesh; Bhutan; Burma; Fiji; Hong Kong; India; Indonesia; Japan; Malaysia; New Zealand; *Pacific Islands; Pakistan; Papua New Guinea; Philippines; South Korea; Sri Lanka; Thailand

The paper presented in this three-part conference report trace the growth and development of distance education in the Asian and Pacific region. Part 1 provides a general review. Part 2 contains the following case studies: "Distance Education in India" (S. P. Mullick); "Distance Education in Indonesia" (Professor Setijadi); "Distance Education in Pakistan" (Shaukat Ali Siddiqui); "Distance Education in the Republic of Korea" (Kwon Soonchan and Chandong Kim); and "Distance Education in Thailand" (Iam Chaya-Ngam). The following country papers are included in part 3: "Distance Education in Australia" (Vernon White); "Distance Education in Bangladesh" (K. M. Sirajul Islam); "Distance Education in Bhutan" (Zangley Dukpa); "Distance Education in Burma" (Kyaw Sein); "Distance Education in Fiji" (Hari Ram); "Distance Education in Hong Kong" (Michelangelo Pagliari and John Anthony Frost); "Distance Education in Japan" (Yoshiya Abe); "Distance Education in Malaysia" (G. Dhanarajan); "Distance Education in New Zealand" (Douglas Gunn and Peter McMechan); "Distance Education in Papua New Guinea" (John Paul and Howard Van Trease); "Distance Education in the Philippines" (Remigio Romulo); and "Distance Education in Sri Lanka" (D.A. Kotelawele). (MN)

ED 290 865 CE 049 501

Morse, Betty R.; And Others
Curriculum Development for Life Management.
California State Univ., Long Beach.
SPONS. AGENCY- California Community Colleges, Sacramento.
PUB DATE- 87
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Coping; Course Content; Course Organization; Cultural Influences; Curriculum Development; *Daily Living Skills; Decision Making Skills; Educational Resources; Futures (of Society); Home Economics; Learning Activities; Lesson Plans; Lifelong Learning; Postsecondary Education; Quality of Life; Role Conflict; Role Perception; *Self Actualization; Stress Management; Time Management; Values; Values Clarification
IDENTIFIERS- *Life Management Curriculum
Developed by several colleges in California, this guide contains a curriculum for a course in Life Management (usually taught in the home economics area). The introductory sections of the guide contain the following information: recommendations from the pilot test teachers, rationale, course description, goals, justification for including the course in general education, home economics as a unique context for life management, topics and objectives for life management, and a course outline. The remainder of the guide contains the life management curriculum, organized in 16 lessons that cover the following topics: introduction to life management, values and standards, goals, cultural forces, impact of change--future trends, decision making, time management, personal energy management, motivating, delegating, communicating, conflict management, stress management and coping, multiple roles, human growth potential, and other current issues in life management. Each lesson includes objectives and rationale, lesson content, activities, and suggested resources. Information on evaluating the curriculum and a rating scale for the life management curriculum complete the guide. (KC)

ED 290 866 CE 049 502

Campbell, Robert W.
Change--Into and Beyond 2007: Models To Keep Abreast of Change and to Implement Change.
PUB DATE- 21 Nov 87
NOTE- 31p.; Paper presented at the Futures Conference (Salem, MA, November 21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); Adults; Attitude Change; Business Administration; *Business Education; *Change Agents; *Change Strategies; Educational Change; Educational Strategies; Futures (of Society); Innovation; *Models; Office Machines; Office Practice; *Organizational Change; *Technological Advancement
Two models can be suggested for keeping abreast of and implementing changes in business education and office procedures in order to take advantage of changing technology. The model for keeping abreast of change contains two major elements: sources of input and periodic meetings. The sources of input include attending meetings and conferences, keeping in contact with vendors, frequently reviewing professional literature, listening to addresses from business leaders, collecting data, contacting graduates, acquiring input from subordinates, keeping in touch with the local business community, and sharing among staff. Periodic meetings should use a committee structure with perhaps four meetings per year. When change is found necessary at one of these meetings, a model for change can be implemented. Some of the characteristics that should be considered include resistance to change, entrenched professionals, the "organized anarchy," and the nonrational environment of educational institutions and businesses. The model suggests that the change agent recognize the structure of organized anarchies and apply "Machiavellian Rules of Strategy" to that structure. In addition, nonrational approaches, as identified by Purkey and Parker, should be used to implement change. (KC)

ED 290 867 CE 049 509

Hearing on the Impact of Deregulation on the American Workers. Hearing before the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (Miami, Florida).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 27 Jul 87
NOTE- 113p.; Serial No. 100-33.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Air Transportation; Building Trades; Construction Industry; Economic Change; Economic Climate; Employer Employee Relationship; *Federal Legislation; *Federal Regulation; Government Employees; *Government Role; Hearings; *Labor Force; Labor Legislation; *Labor Problems; Machinists; Needs Assessment; Policy Formation; *Public Policy; Unions
IDENTIFIERS- Congress 100th; *Deregulation; Impact Studies
This congressional report includes testimony pertaining to the impact of the Reagan administration's policy of increased deregulation on American workers. Particular emphasis is placed on the impact that deregulation has had on specific occupations, industries (including plant closings), wage structures, and organized labor. The following organizations were represented at the hearings: the Transport Workers Union; the Eastern Airline Pilots of the Air Line Pilots Association; the International Association of Machinists; the Florida Consumers Federation; the American Federation of State, County, and Municipal Employees; the Center for Labor Research and Studies; the Florida Building and Construction Trades Council; and the Air Line Pilots Association. A former flight attendant and a former airline mechanic also testified. (MN)

ED 290 868 CE 049 519

Central States Annual Research Conference in Agricultural Education Proceedings (42nd, Chicago, Illinois, February 21-22, 1988).
Southern Illinois Univ., Carbondale.
PUB DATE- Feb 88
NOTE- 261p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Programs; *Agricultural Education; Classroom Techniques; Cognitive Style; Cooperative Education; *Educational Research; Extension Education; Leadership Training; Marketing; Postsecondary Education; Program Improvement; *Research Methodology; Research Needs; Rural Education; Secondary Education; Statewide Planning; Student Characteristics; Student Motivation; Student Organizations; Student Recruitment; Supervised Farm Practice; Teacher Characteristics; Teacher Effectiveness; Teaching Methods; *Vocational Education
IDENTIFIERS- 4 H Clubs; Future Farmers of America

The following papers are included in this conference report: "Generative Themes for Research in Agricultural Education," (Copa); "Factors Associated with Participation of Iowa Young Farmers in Agricultural Extension Programs" (Martin, Omer); "Personality Characteristics of Groups of Wisconsin Vocational, Technical, and Adult Education" (Petrick, Thompson); "Professional Activities and Needs of Extension Educators as Perceived by Extension Educators in Academic Departments: A National Study" (Van Tilburg, Poling); "An Analysis of the Opinions of Secondary School Principals of Schools that Have Either Dropped, Added, or Maintained Secondary Agricultural Programs in Michigan from 1982 to 1986" (Bobbitt); "Assessment of the Effectiveness of Recruitment Strategies Designed To Attract High-Ability Nontraditional Students to the College of Agriculture" (Boone, Newcomb, Reisch, Warmbrod); "Perceptions of Selected Policy Makers toward Agriculture" (Schumacher, Kahler); "Priorities of Beginning Teachers of Agriculture in Missouri" (Johnson, Linhardt, Stewart); "Perception of Secondary Teachers Concerning Public Schools in Rural Communities" (McCracken, Miller); "Vocational Agriculture Teacher Personality and Effective Teaching: Is There a Relationship?" (McClain, Horner); "Effect of Attendance at a Joint Vocational School on Motivation toward School of Vocational Agriculture Students" (Hedges, Van Tilburg, Newman); "Integrating Biological Principles with Secondary Agriculture Instruction" (Roegge, Russell); "Educational Needs of Urban Agribusiness Employees" (Harbstreit, Stewart, Birkenholz); "Factors Influencing the Occurrence of Adult Agricultural Education Programs" (Christmas, Warmbrod); "Improvements Needed in Young Farmer and Young Farm Wives Organizations: Members Perceptions" (Miller); "Leadership Ability of Young Rural Adults in North Dakota" (Luft); "Relationship of Marketing Activities and Promotional Methods Used with County 4-H Club Membership in New Jersey and Ohio" (Diem, Miller); "Instructional Program, SOEP, and FFA Quality and Factors Related to Quality" (Straquadine); "Assessing the Educational Training Needs of Volunteer 4-H Leaders in Indiana" (Peters, Lowry); and "Relationship between Performance on the Vocational Agriculture Achievement Test and Selected Characteristics of Farm Management Graduates in Ohio" (Sommers, Barrick). Each group of three papers is followed by a critique. (MN)

ED 290 869 CE 049 520

Turker, A. Vural
Vocational Expectancies of Low Income Groups: General Trends and Some Considerations for Improvement.
PUB DATE- Dec 86
NOTE- 34p.; Paper presented at the International Vocational Education and Training Association Conference (Dallas, TX, December 5-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Awareness; Career Choice; Career Education; Career Exploration; *Career Guidance; *Economically Disadvantaged; *Educational Needs; Education Work Relationship; *Low Income Groups; *Occupational Aspiration; Program Improvement; Secondary Education; *Student Characteristics
This paper furnishes some general information on various characteristics of low income groups, presents a lengthy discussion of their vocational expectations and characteristics, and points out a number of ways to assist economically disadvantaged groups to improve their educational and vocational aspirations and their employment outlook. The paper reviews low income, social and cultural disadvantagement, and economic depression as factors often considered as descriptive of poverty. Some characteristics of low income groups include lower IQs in children, more restricted language usage and language patterns different from the middle class, attitudinal characteristics such as separation from the institutions and values of society and unstable families, and lower academic aspirations. Because they have not been exposed to alternatives, the vocational aspirations of low income children are limited to lower-paying positions. They regard school as a means of earning money in the near future, not in the long term. Low-income groups can be helped to expand their occupational horizons by career development services that provide career exploration and education, more effective transition from school to work, and placement and followup services. (KC)

ED 290 870 CE 049 521

Turker, A. Vural
Fruitful Linkages with Business and Industry in Program Development: Recent Trends in Industrialized Nations and Some Effective Examples from Turkey.
PUB DATE- Dec 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Vocational Association (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Development; Foreign Countries; Postsecondary Education; *Program Development; *School Business Relationship; *Vocational Education
IDENTIFIERS- *Turkey
Vocational education planning is complex and extensive and requires the proper and adequate involvement of business and industry circles in program development. To rebuild their institutions and replenish adversely affected systems and depleted resources after World War II, industrialized nations have implemented education and training for employment. The national and community conscience about training has, in turn, resulted in program development systems, validation processes, and a wide spectrum of approved achievement testing procedures. At the program development level, the emphasis has moved from syllabus to curriculum and in favor of programs equally concerned about process and product. Programs are developed to cater to individual differences and preferences. As program relevance has gained importance, useful and purposeful linkages between school and industry and commerce have also become significant. The Technician Training Project in Turkey has as its purpose the conversion of postsecondary institutions of vocational education into modern well-equipped centers for the training of higher level technicians. The project is intended to develop new curricula for two-year programs. A predominant condition is close collaboration with industry in the program development. (YLB)

ED 290 871 CE 049 522

Turker, A. Vural
Vocational and Technical Education in Turkey: Some Recent Developments.
PUB DATE- Dec 87
NOTE- 25p.; Paper presented at the Annual Conference of the International Vocational Education and Training Association (Las Vegas, NV, December 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Development; *Educational Improvement; Employment Programs; Foreign Countries; Postsecondary Education; *Program Development; Secondary Education; Technical Education; *Unemployment; *Vocational Education
IDENTIFIERS- *Turkey
Manpower studies carried out in Turkey in the 1980s show some critical shortages in the number of technicians, the so-called middle element. Recent attempts have been made to increase the numbers of the badly needed technical middle elements between engineers and skilled and semiskilled workers as well as those at lower technical levels. Other activities have been aimed at training those without vocations. As part of its policy framework to solve unemployment, the Turkish government has undertaken a skill-acquisition scheme to meet training and learning needs, employment counseling, the initiation of a number of supportive agencies, special projects for job creation, a Labor Market Information System, and measures for job preservation and regulating attempts. Improvement activities directed at vocational and technical education at secondary and lower levels have included the Industrial Schools Project to develop secondary vocational education and the Nonformal Vocational Training Project. Assistance has been given to nonformal vocational training institutions. Developmental activities at the postsecondary vocational and technical education level include the Technician Training Project and continuation of the improvement attempts at higher vocational schools through the extension of technical assistance activities. (YLB)

DOCUMENT RESUME

ED 290 872 CE 049 523

Perry, Walter; Rumble, Greville
A Short Guide to Distance Education.
International Extension Coll., Cambridge (England).
REPORT NO.- ISBN-0-903632-40-3
PUB DATE- 87
NOTE- 38p.
AVAILABLE FROM- International Extension College, Office D, Dales Brewery, Gwydir Street, Cambridge CB1 2LJ, England (2.50 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; Developed Nations; *Distance Education; Elementary Secondary Education; Foreign Countries; Instructional Materials; *Material Development; Postsecondary Education; *Program Implementation
IDENTIFIERS- Great Britain
This booklet attempts to explain distance education in a short and readily understandable way. It tells what distance education is as well as what it is not. Users of distance education are described. Other topics include the basic system and subsystems of distance education; ways of communicating; what makes distance education materials good; distance education material design, production, and distribution; services needed to back up distance education materials; student assessment; how to run an efficient system; and how to start a distance education system. The booklet also focuses on choosing an organizational model, special problems of managing a distance education system, costs of distance education, and how distance education works. Sources of additional information and a selected bibliography are also provided. (YLB)

ED 290 873 CE 049 527

Smith, Barbara; And Others
Marketing Your Adult Literacy Program. A "How to" Manual.
Interorganizational Relationships Ltd., Altamont, NY.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Adult and Continuing Education Program Development.
PUB DATE- 87
NOTE- 65p.; For a related document. see CE 049 528.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; Advertising; Information Dissemination; Inservice Teacher Education; *Marketing; Mass Media; Planning; Postsecondary Education; Publicity; *Public Relations; Records (Forms); Salesmanship; *Student Recruitment; Workshops
IDENTIFIERS- 310 Project
This guide, which was originally developed for use in a training workshop, is intended to assist adult educators in learning to market their adult literacy programs. The first chapter outlines the main principles of social marketing and public relations. An overview of the operation of a social marketing campaign on adult literacy is provided next. Chapter 3 discusses the procedures entailed in beginning a marketing campaign. The following aspects of selling an adult literacy program are covered next: developing a theme; choosing promotional activities (the value of newspapers, steps to better press releases, editors' style points, and the role of the media in marketing); Madison Avenue-style packaging, and ways of identifying resources. The final two chapters are devoted to evaluating a social marketing and public relations campaign on adult literacy and completing a marketing plan. The appendix includes sample 30- and 60-second public service announcements and two student spotlights (one describing a male and the other describing a female program participant). (MN)

ED 290 874 CE 049 528

Reeves, Cheryl
Marketing II Workbook.
Interorganizational Relationships Ltd., Altamont, NY.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Adult and Continuing Education Program Development.
PUB DATE- 87
NOTE- 97p.; For a related document, see CE 049 527.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; Advertising; Behavioral Objectives; Information Dissemination; Inservice Teacher Education; Learning Activities; *Marketing; Mass Media; Planning; Postsecondary Education; Publicity; *Public Relations; Records (Forms); Salesmanship; *Student Recruitment; Workbooks; Workshops
IDENTIFIERS- 310 Project
This combination curriculum and workbook, which was originally developed for use in a training workshop, is intended to assist adult educators in learning to market their adult literacy programs. The first chapter reviews basic marketing concepts (the definition of marketing, 10 truths about marketing, marketing versus promotion, steps in marketing, learners as customers, and the importance of using every opportunity for marketing). Chapter 2 introduces guidelines for using the following new technologies in a campaign to market an adult literacy program: video and audio (preproduction, scripts and storyboards, production tips, postproduction editing, tips to improve videographics, a sample plan for a video, equipment needed to make a video, and important terms related to video and audio); computers (databases, the basics of a computer system, and important computer terms); and direct mail (steps in direct marketing, development of a direct mail campaign, tips for direct mail, suggestions for artwork and printing, postal rates and regulations, and terms related to direct mail and printing). Identifiying and marketing to other target agencies are covered next. Chapter 4 deals with commitment and retention. Six marketing case studies are presented in Chapter 5. The next chapter explains the steps entailed in planning a marketing strategy. A bibliography lists sources dealing with marketing, video, computers, direct mail, and student retention. A workshop evaluation form concludes the guide. (MN)

ED 290 875 CE 049 529

Torbert, James Brison
Determining Guidelines for Development of an Internship Program for Wage Grade Employees within the Phoenix Air Guard. Governance and Management.
PUB DATE- Jan 88
NOTE- 81p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adult Education; *Career Development; Career Education; Experiential Learning; Guidelines; *Internship Programs; *Management Development; *Program Development; Supervisors; *Supervisory Training
A study examined development programs, uncovered during a literature review, that would assist in the supervisory training of Wage Grade employees who are promoted to working supervisors. The examination determined guidelines that could be used to construct a supervisory internship program within the Phoenix Air Guard. Hall's experience-based career development model (1986) was found to contain guidelines for establishing a career development program that could be used as the framework for the construction of an internship program. Other conclusions were that the internship program must have an orientation phase, the Phoenix Air Guard's management must go through the steps in work force planning to make the program effective, all candidates should be volunteers, and the program should incorporate aspects of all three career development programs. Recommendations included management's identification of (1) key organizational positions or families of positions to serve as career targets, (2) desired job behaviors for key positions, and (3) specific supervisory positions to be incorporated into the internship program. (YLB)

ED 290 876 CE 049 530

Hammond, Dorothy; Mangano, Joseph
Teaching Writing to Adults: An Inservice Education Manual.
State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Adult and Continuing Education Program Development.
PUB DATE- Jun 86
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Essay Tests; High School Equivalency Programs; *Holistic Evaluation; Inservice Teacher Education; Language Tests; Prewriting; Revision (Written Composition); Scoring; Student Writing Models; Teaching Methods; Test Items; *Writing (Composition); *Writing Evaluation; *Writing Instruction
IDENTIFIERS- *General Educational Development Tests
This manual was developed to help regional administrators and teacher educators conduct inservice training for local teachers who teach writing in preparation for the new General Educational Development (GED) test. The manual is organized in six sections. The first section explains the rationale for the GED writing sample and outlines what the writing sample will require. In Section II, holistic scoring of the GED Test Writing Sample is discussed; a rating sheet and sample essays are included. The next three sections (III-V) provide teachers with plans for conducting classes to teach adults how to write. Information on the curriculum, as well as on the writing process, is included. Also included are instructional strategies for prewriting, drafting, revising, editing, and evaluating. The final section contains directions for planning and managing an inservice workshop. A glossary and a bibliography complete this guide. (KC)

ED 290 877 CE 049 532

Lafayette Parish Coopertive Jail Project--LPCJP. Phase III Final Report.
Lafayette Parish School Board, La.
SPONS. AGENCY- Louisiana State Board of Elementary and Secondary Education, Baton Rouge.; Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.
PUB DATE- 87
NOTE- 21p.
GRANT- ABE-2-87
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Correctional Education; Correctional Rehabilitation; English (Second Language); *High School Equivalency Programs; Literacy Education; *Outcomes of Education; Prisoners; *Program Effectiveness; *Second Language Instruction; Spanish

A three-phase project was conducted to further the education of inmates in the Lafayette (Louisiana) Parish Correctional Center. Phase I of the project was designed to prepare inmates to be eligible to take the General Educational Development (GED) test, and/or to teach life-coping skills so that they would better function in society upon their release. This phase of the program also provided training for inmates to assist other inmates in learning these skills. During Phase II of the program, the purpose was expanded to include English-as-a-second-language (ESL) classes, along with more life coping skills and inmate training time. Phase III continued with these purposes, but was expanded to include Spanish as a second language (SSL) for prison deputies and literacy classes in Spanish for Spanish inmates who were illiterate in their native language. Classes were held five days per week. The overall project served 910 inmates (815 males and 95 females) and 18 deputies. A total of 304 students were recommended for the GED test, and 255 passed; 45 adult basic education (ABE) students progressed to the GED classes. The Spanish classes also were successful. As a result of the accomplishments of the program and of the support and cooperation from the Lafayette Parish Sheriff's Department and the community, the program was recommended to be reinstated as soon as funds can be reappropriated. (Author/KC)

ED 290 878 CE 049 533

The Development of a Software Delivery System for Selected Mathematics Skills for the East Carroll Parish Adult Education Program. Final Report.
East Carroll Parish School Board, Lake Providence, LA.
SPONS. AGENCY- Louisiana State Board of Elementary and Secondary Education, Baton Rouge.; Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.
PUB DATE- 87
NOTE- 31p.
GRANT- ABE-7-87
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Programs; Competency Based Education; *Computer Assisted Instruction; Computer Software; Delivery Systems; *Individualized Instruction; Instructional Materials; *Material Development; *Mathematics Instruction; Mathematics Skills; Microcomputers; *Programed Instructional Materials
IDENTIFIERS- Apple Microcomputers

The variance in adult learner needs requires that adult education classes provide individualized instruction for the adult learner--a time-consuming and intellectually challenging task. To assist in this difficult undertaking, the East Carroll Parish (Louisiana) Adult Education Program developed mathematics tutorial exercises corresponding to the California Achievement Tests, Levels 14-19. The exercises were pilot tested, revised, and finalized. All skill exercises contained tutorial statements for self-help in the software system. The content of the software system contained the following strands: operations, concepts and numeration, ratio, proportion, percent, geometry, measurement, statistics, probability, graphs, integers, and prealgebra. The system contained approximately 150 skills and more than 3,000 skill exercises. These materials were compiled on a series of 18 computer diskettes that are Apple-compatible. Used with a resource teacher, the program has the potential to be successful with adult students. (KC)

ED 290 879 CE 049 534

Kra, Eleanor, Ed.
Allied Health Leadership in Health Promotion and Disease Prevention Invitational Conference Proceedings (Williamsburg, Virginia, April 17-19, 1986).
American Society of Allied Health Professions, Washington, D.C.; Connecticut Univ., Storrs, School of Allied Health Professions.; State Univ. of New York, Stony Brook. School of Allied Health Professions.
PUB DATE- Apr 86
NOTE- 149p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations; *Allied Health Occupations Education; Cross Cultural Training; *Disease Control; Educational Needs; Health Activities; *Health Education; Health Programs; *Leadership; Lifelong Learning; *Medical Services; Models; Occupational Therapy; Older Adults; Physical Therapy; Postsecondary Education; *Preventive Medicine; Professional Continuing Education
IDENTIFIERS- *Health Promotion

The following papers are included: "Opening Remarks" (McTernan); "Conference Goals and Plans" (Douglas); "Challenge to Leadership" (Pearson); "Implications of Health Promotion and Disease Prevention for the Practice of Respiratory Care" (Axton); "Health Promotion Strategies in Dietetic Practice" (Gaughan); "Practice Implications of Health Promotion and Disease Prevention for the Health Education Profession" (Hamburg); "Occupational Therapy Contributions to Health Promotion and Disease Prevention" (Maynard); "Health Promotion in Physical Therapy Practice" (May); "Clinical Laboratory and Health Promotion and Disease Prevention" (Price); "Summary of the symposium " (Rice); "Replicable Models: Physician Assistant" (Backup); "Respiratory Care Practitioner Role in Health Promotion" (Beckett); "Health Promotion and Disease Prevention Self-Instructional Modules" (Bunker); "Role-Modeling Health Promotion and Disease Prevention for Medical Laboratory Personnel" (Cornish); "Physical Therapist's Role in a University Health Promotion Program" (Gibbons); "Lifestyle Education Series" (Mo); "Radiologic Technology and Health Promotion and Disease Prevention" (Rufo); "Occupational Therapy in Health Promotion" (Smith); "Clinical Practice" (Cohen, Hope); "Individual Barriers" (Endias, Galbraith); "Professional Organizations" (Hickey, Domingo); "Educational Setting" (Danish, Axton); "Healthy People: Progress Report, 1986" (McGinnis); "Accreditation: Beginnings of a New Agenda" (Fitz); "Continuing Education" (Friedman); "Corporate Medical Department" (Goldfield); "Credentialing and Health Promotion and Disease Prevention" (Price); "Graduate Education in Allied Health to Promote Health and Prevent Disease" (Walton); "Health Promotion and Disease Prevention in Entry Level Allied Health Programs" (Willis); "Hidden Health Care System" (Levin); "Summary of Conference" (Douglas); "Closing Remarks" (McTernan); "Worksite Health Promotion" (Friedman, Graham); "Lifecycle Health Promotion" (Douglas, Selker); "Healthy Babies" (Douglas); "Health Promotion and Disease Prevention for Older Persons" (Selker); "Promoting Wellness for Persons with Disabling Conditions" (Hedrick); "International Perspectives on Health Promotion and Disease Prevention" (Rice); and "Health Promotion and Disease Prevention in the Multicultural Setting" (Tseng). (MN)

ED 290 880 CE 049 535

Comprehensive Plan for the Office of Vocational Rehabilitation 1987 through 1991.
New York State Education Dept., Albany. Office of Vocational Rehabilitation.
PUB DATE- Jan 88
NOTE- 40p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Disabilities; *Educational Planning; *Long Range Planning; Master Plans; Postsecondary Education; Program Development; State Agencies; *Statewide Planning; *Vocational Rehabilitation
IDENTIFIERS- *New York Office of Vocational Rehabilitation

This updated comprehensive plan for the New York State Office of Vocational Rehabilitation (OVR) for 1987-91 establishes priorities for the agency that will continue to enhance the vocational opportunities of people with disabilities in the state. The comprehensive plan describes the rehabilitation system, provides program data, and discusses issues that will affect vocational rehabilitation during the next four years. The plan reflects a number of integral themes in the OVR's vocational rehabilitation philosophy, including (1) the focus on employment as a desired outcome; (2) the key role of the vocational rehabilitation counselor; (3) the individualized nature of vocational rehabilitation; (4) client-centered outcomes; (5) the need for interagency cooperation; (6) changing needs of different groups; (7) public input into the planning process; and (8) the role of OVR as an advocate for persons with disabilities. Key plan action items are based on the 1986 Amendments to the Rehabilitation Act and comments from regional forums. For each action, the plan lists a number of methods to accomplish the goal and how the expected outcomes related to each key action will be achieved. The plan also provides an overview of the vocational rehabilitation process from referral to job placement and describes the place of the New York State OVR within the State Education Department. (KC)

ED 290 881 CE 049 536

First Interim Report from the National Assessment of Vocational Education.
National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Jan 88
NOTE- 140p.; For a related document, see ED 283 020.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Postsecondary Education; *Research Design; Research Methodology; *Research Projects; Secondary Education; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *National Assessment of Vocational Education

This first interim report of the National Assessment of Vocational Education is intended to provide Congress with information that has emerged from some of the research conducted to date and to describe all the research projects underway. The report has two parts. The first part discusses trends in vocational education and issues concerning vocational education for disadvantaged persons. The second part contains profiles of the studies being conducted in each area of the study plan. Chapter 1 presents a brief statistical portrait of enrollment in vocational education at the secondary level as of 1982 and some preliminary evidence on change since then in enrollments. Preliminary findings show that nearly all students take some vocational education, but overall enrollment in vocational education courses appears to be declining. Chapter 2 (1) discusses the problems various disadvantaged populations have with vocational education services at the secondary and postsecondary levels; (2) describes the Perkins Act provisions to serve disadvantaged persons; and (3) identifies, on the basis of some preliminary field studies, how states and localities are responding to these provisions. Chapters 3 through 7 are profiles of the projects to be conducted in five broad research areas identified in the study plan. A synopsis of the Perkins Act is appended. No findings or recommendations are included in this interim report. (KC)

ED 290 882 CE 049 537

Morehart, Mitchell J.
Farm Operating and Financial Characteristics, 1985. Statistical Bulletin Number 762.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Feb 88
NOTE- 255p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Agricultural Production; Farm Accounts; *Farmers; *Farm Management; Financial Problems; *Income; Off Farm Agricultural Occupations; *Productivity
This report contains 56 tables that provide an overview of the operating and financial characteristics of farms in the United States in 1985. The report provides information on farms and land in farms; farm acreage purchased, sold, and rented; farm labor and wages; capital investments and improvement; farm production expenses; farm and nonfarm income sources; and farm business assets and liabilities. The information was generated by the 1985 Farm Costs and Returns Survey conducted in February and March 1986 by the U.S. Department of Agriculture's National Agricultural Statistics Service. The probability-based survey provides comprehensive farm operation information for analysis of farm operating and financial characteristics by size, type, location, occupational specialty, organization, and operator age. Some of the highlights of the findings are the following: the average U.S. farm at the end of 1985 operated 709 acres and for the year had total production expenses of about $74,000, assets of $325,000, capital investments of $10,000, gross cash farm income of $82,000, and debts equal to 22.5 percent of total assets. (Author/KC)

ED 290 883 CE 049 540

Economic Indicators of the Farm Sector. Farm Sector Review, 1986.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- ECIFS-6-3
PUB DATE- Jan 88
NOTE- 75p.
AVAILABLE FROM- USDA/Economic Research Service, P.O. Box 1608, Rockville, MD 20850 (Five report subscription: $12.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Agricultural Production; Farm Accounts; *Farmers; *Farm Management; Finance Reform; Financial Problems; *Income; Off Farm Agricultural Occupations; *Productivity
IDENTIFIERS- *Economic Indicators; *United States

This report contains 44 tables and 23 figures, along with narrative summaries, that provide an overall view of the farm sector in the United States in 1986. Some of the findings highlighted in the report are the following: (1) farmers spent less to produce their crops and livestock in 1986; (2) government payments to farmers increased, but prices for their commodities dropped; (3) farmers' net cash income rose 10 percent to a record $52 billion, and net farm income climbed 17 percent; and (4) income from nonfarm sources remained important to some farm households, generating $44.7 billion, up 5 percent from 1985. The report includes forecasts of 1987 income and balance sheet data. Results of an analysis based on survey data describe some possible short-term effects of tax code changes on tax liabilities of farm operators. (Author/KC)

ED 290 884 CE 049 546

Women Business Owners. Facts on U.S. Working Women. Fact Sheet No. 87-2.
Women's Bureau (DOL), Washington, D.C.
PUB DATE- 87
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adults; *Employed Women; *Employment Level; *Entrepreneurship; Salary Wage Differentials; *Small Businesses

From 1977 to 1983, the number of sole proprietorships operated by women increased from 1.9 to 3.3 million. The number of self-employed women--the majority of whom are sole proprietors--continued to grow. In 1982 the median earnings of self-employed women were substantially lower than those of wage and salary women workers and self-employed men. Most women business owners were married with husband present. Three factors were particularly significant in the rapid rise in the number of women-owned businesses: increasing numbers of women who have acquired skills that can be translated into entrepreneurship; more women who are preparing themselves through education and training for business opportunities in expanding fields; and entrepreneurial opportunities provided by the expanding role of small business in the economic growth of the country. Women increased their share of business ownership in each major industry division. Franchising and international trade seemed to offer future opportunities for women entrepreneurs. Home-based work also provided the opportunity for women to combine more effectively the dual responsibilities of work in the paid labor force with family and child care. (YLB)

ED 290 885 CE 049 547

Alternative Work Patterns. Facts on U.S. Working Women. Fact Sheet No. 86-3.
Women's Bureau (DOL), Washington, D.C.
PUB DATE- Aug 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adults; Employed Parents; *Employed Women; *Employment Practices; *Flexible Working Hours; Job Sharing; *Part Time Employment

Alternative work schedules can help parents of young children. They are also attractive to students, older workers, handicapped persons, couples desiring to share work and home responsibilities, persons wishing to upgrade skills or switch careers through a return to school, and employers needing to serve the public outside the traditional workday, wanting to use their capital more intensively, or hoping to benefit by reducing absenteeism. Flexitime is an alternative work-time pattern that allows employees to vary their arrival and/or departure times. Experimental approaches allow employees to vary work schedules over the year. A compressed work schedule is one that enables a full-time employee to work the equivalent of a full week in less than five full days. Job sharing refers to the accomplishment of one full-time job by two or more persons, each working part-time. The predominant alternative work schedule for women is part-time work. Temporary work allows flexibility in scheduling while at the same time providing a variety of both work and training experiences. (YLB)

ED 290 886 CE 049 550

A Prospectus of Working Women's Concerns. Hearings before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (July 21-22, 1987).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 87
NOTE- 263p.; Serial No. 100-43.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Day Care; *Employed Women; *Equal Opportunities (Jobs); *Federal Legislation; Hearings; Nontraditional Occupations; Poverty; *Salary Wage Differentials; *Sex Discrimination; *Sex Fairness

This document contains congressional hearings to raise a variety of issues and problems pertaining to women in the workplace. It focuses on legislation that might alleviate any adverse conditions that might exist, especially H.R. 2577, the Economic Equity Act of 1987. Issues include barriers in pay equity, wider opportunities for women and integrating the male-dominated fields, underemployment, child care, and the femininization of poverty. Testimony includes statements and prepared statements of representatives in Congress and individuals representing the U.S. Commission on Civil Rights; Children's Defense Fund; KRBK-TV, Sacramento; Bureau of National Affairs, Inc.; Women's Bureau, U.S. Department of Labor; American Association of Retired Persons; Brandeis University; Kings County, Brooklyn, New York; National Institute for Women of Color; Wider Opportunities for Women, Inc.; Subcommittee on Employment Opportunities; McClendon News Service; Pension Rights Center; Women and Poverty Project; and United Food and Commercial Workers International Union. (YLB)

DOCUMENT RESUME

ED 290 887 CE 049 551

Johnston, William B.; And Others
Workforce 2000: Work and Workers for the 21st Century.
Hudson Inst., Indianapolis, IN.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
REPORT NO.- HI-3796-RR
PUB DATE- Jun 87
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Aging (Individuals); Demography; *Economic Climate; Economic Factors; *Educational Needs; *Employment Patterns; Employment Problems; Employment Projections; Females; *Futures (of Society); *Labor Force; *Labor Needs; Manufacturing Industry; Minority Groups; Policy Formation; Productivity; Public Policy; Racial Integration; Service Occupations; Sex Fairness; Trend Analysis

Four key trends will shape the American labor force in the final years of the 20th century. The American economy should grow at a relatively healthy pace. Despite its international comeback, however, U.S. manufacturing constitutes a much smaller share of the economy in the year 2000 than it does today. The work force will grow slowly, becoming older, more female, and more disadvantaged. The new jobs in service industries will demand much higher skills. These trends raise a number of important policy issues. If the United States is to continue to prosper, policymakers must find ways to accomplish the following: stimulate balanced world growth; accelerate productivity increases in service industries; maintain the dynamism of an aging work force, reconcile the conflicting needs of women, work, and families; integrate Black and Hispanic workers fully into the economy; and improve the educational preparation of all workers. Because of the uncertainty of long-range economic forecasts, three scenarios of the U.S. economy in the year 2000 have been devised. The first of these, the baseline or "surprise-free" scenario, calls for a modest improvement in the growth rate that the nation experienced between 1970 and 1985 but not a return to the boom times of the 1950s and 1960s. The "world deflation" scenario focuses on the possibility that a worldwide glut of labor and production capacity in food, minerals, and manufactured goods could lead to a sustained deflation and sluggish economic growth. The third scenario, the "technology boom," postulates a powerful rebound in U.S. economic growth to levels that are comparable with the first two decades after World War II. (MN)

ED 290 888 CE 049 552

Sleezer, Catherine M.
The Relationship between Types of Evaluation Reports and Support for the Training Function by Corporate Managers. Project Number Twenty-One.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
PUB DATE- Jun 87
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Evaluation Methods; *Evaluation Utilization; *Management Development; Outcomes of Education; Postsecondary Education; *Program Evaluation; *Research Reports; *Training

A study attempted to determine (1) whether nontraining managers' future financial support for the training function varied based on the amount and kind of information contained in written evaluation reports and (2) the deeper logic and behavior that nontraining managers used in making their decision. The research used a quasi-experimental design to identify the quantitative differences among the responses to four sample reports, which contained varying amounts and kinds of information. Each of the report types was reviewed by two persons in each of five organizations in Minneapolis. The investigator also conducted interviews with some of the decision makers to gather descriptive information about the processes they used in making these decisions. The study showed that the evaluation report was not a key factor in the allocation decision for most decision makers. Only half of the decision makers even looked at the evaluation report before determining the amounts of their budgets. The decision makers who did examine the evaluation reports either did not use the information, used the information to identify what had been wrong with the training program, or did not believe part of the information. However, there was some relationship between report type, organizational affiliation, and the level of financial support, with most decision makers preferring the format of the analytical evaluation report. The study concluded that training managers should try to supply managers with evaluation data they can use in order to increase training budgets. (KC)

ED 290 889 CE 049 554

Bliss, Bill
Developing Functional Communication Skills in Adult ESL Students.
PUB DATE- Oct 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Programs; Adult Students; Communication Skills; *Communicative Competence (Languages); Course Descriptions; *Curriculum Development; *English (Second Language); Integrated Curriculum; *Second Language Instruction; Skill Development; Teaching Methods
This short guide examines three types of syllabi that can be used in helping adult English-as-a-second-language (ESL) students develop functional communication skills--grammatical, topical, and functional syllabi. Examples of the types of vocabulary that would be introduced in each curriculum are provided, and the main approaches that would be taken in each of the three types of courses are discussed. The benefits of combining the three approaches when working with adult ESL students are explained. Guidelines are presented for conducting a needs assessment, compiling a language exponents resource notebook, and developing cross-reference lists. Sample tridimensional syllabi for beginning- and intermediate-level students and a sample lesson illustrating the synthesis of the three dimensions (grammar, topics, and functions) conclude the guide. (MN)

ED 290 890 CE 049 555

Winter, Gene M.
Support Systems for Adult Education. Final Evaluation Report.
State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Adult and Continuing Education Program Development.
PUB DATE- 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Adult Literacy; Databases; *Hotlines (Public); *Information Networks; *Linking Agents; Program Development; Program Effectiveness; *Referral; Regional Planning; Staff Development; *Statewide Planning; Volunteers
IDENTIFIERS- *New York

A project provided three types of supportive services to adult education programming in the State of New York. The first component of the project was the development of a literacy information and referral system to link potential students and volunteers with program providers. The second phase of the project involved the development and installation of a computerized database system for adult education. The database (which contained information about approximately 270 service providers) was used in conjunction with a toll-free hotline. Callers to the hotline were provided with needed information at the time of their calls. In addition, a system of computer-generated reports was developed to inform providers of caller interest and to provide callers with more details about program referrals on a regular basis. Monthly reports were also distributed to providers in an effort to identify the hotline's general effectiveness and the rate at which it is responsible for generating increased enrollments in adult education programs. During the initial project year, 2,766 callers were referred to 211 adult education providers. The project's third focus was on support for regional staff development activities. These were developed and implemented at the regional level but were under the leadership of staff members from the Bureau of Adult and Continuing Education of the New York State Department of Education. Administrative and consultative services were provided along with nearly 30 different events (including workshops, conferences, and training sessions). Approximately 400 teachers and administrators participated in these activities. (MN)

ED 290 891 CE 049 556

Kemmery, Robert J.
Proposed Changes for Credit Count Certification of Cooperative Vocational Education Teacher Coordinators in the State of Maryland.
PUB DATE- Dec 87
NOTE- 32p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Credits; *Cooperative Education; Educational Policy; Higher Education; *Instructor Coordinators; *Policy Formation; *Statewide Planning; *Teacher Certification; Teacher Qualifications; Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Maryland
A committee reviewed existing certification requirements for vocational education teacher coordinators in Maryland and proposed a set of changes in the current certification system. The recommendations were developed after a review of the related literature, a 50-state survey to identify current certification practices, solicitation of expert testimony, a survey of Maryland cooperative vocational education teacher coordinators, an occupational analysis of the position of teacher coordinator, and validation of the proposal by a national representative group. The committee found that the current certification requirements (1) are inadequate in terms of addressing appropriate competencies for cooperative vocational education teacher coordinators; (2) do not adequately outline the professional education needed to achieve competency and certifiability; (3) lack sufficient specificity to exclude marginally prepared teachers from access to the field; and (4) have been judged inadequate by state and national advisory boards on cooperative education. The committee recommended that the new certification requirements include 3 semester hours in each of the following areas of study: organization and coordination of cooperative vocational education, history and principles of vocational education, occupational analysis and curriculum development, and counseling techniques and human relations skills. Three different options for meeting the cooperative vocational education work experience requirement were also proposed. (A table listing teacher certification requirements by state is included.) (MN)

ED 290 892 CE 049 559

Warmbrod, J. Robert; Bobbitt, Frank
A Report on the Status and Future Direction of Vocational-Technical Agriculture Education in Michigan.
Michigan State Univ., East Lansing. Dept. of Agricultural and Extension Education.
SPONS. AGENCY- Michigan State Council on Vocational Education, Lansing.; Michigan State Dept. of Education, Lansing.
PUB DATE- Nov 87
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Educational Change; *Educational Needs; Educational Planning; Educational Policy; *Educational Trends; *Futures (of Society); Postsecondary Education; Secondary Education; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Michigan
This report provides a description of the status of vocational agricultural education in Michigan in preparation for statewide planning to meet the educational needs of the state's agricultural sector. The report includes three major sections. The first section summarizes each of the four reports that were completed by the project staff at Michigan State University: (1) a baseline survey of secondary agricultural instructors in Michigan; (2) status and trends of vocational-technical education in agriculture; (3) opinions of secondary school principals of schools that have dropped, added, or maintained secondary agriculture programs; and (4) employer opinions about graduates of secondary agricultural education programs. The summary statements presented are designed to emphasize and highlight the findings of the various reports that have direct implications for formulating recommendations for policy and program changes in vocational and technical education in agriculture in Michigan. The second major section reports the findings and recommendations of the External Review Committee. Information about the review committee, its activities, and its recommendations are presented. The concluding section of the report includes the consultant's summary and recommendations and reaction to the recommendations by the review committee. (KC)

ED 290 893 CE 049 560

Warick, Ruth
The Role of Staff Development and the Corporate Culture.
PUB DATE- May 87
NOTE- 9p.; Paper presented at the "Change: Implications for Adult Learning" Conference (Regina, Saskatchewan, Canada, May 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Corporate Education; *Cultural Context; Foreign Countries; *Group Dynamics; *Organizational Climate; *Organizational Development; Organizational Objectives; Social Environment; *Staff Development
IDENTIFIERS- Saskatchewan

This paper discusses the role of staff development units with respect to "corporate culture" and in light of the experience of the Staff Development Division of the Saskatchewan Public Service. The term "corporate culture" has been defined as the values, symbols, and beliefs that people in a given organization hold jointly and that thus guide an organization. Corporate culture has a powerful influence throughout an organization, affecting everything from what decisions get made to who gets promoted. It is especially important for persons joining an organization to know whether the organization's culture and values are compatible with their own. Managers must likewise understand how their organization's corporate culture works if they want to accomplish the goals that they have established. Staff development units can perform four roles with respect to corporate culture. Such units can (1) analyze an organization's values, (2) define them, (3) influence them, and (4) reflect them. Analyzing an organization's values might involve identifying the values people believe that a given organization has, or it may mean making an organizational diagnosis (i.e., determining where the organization is today, where it wants to go, and how it can get there). A staff development unit can establish mechanisms whereby people at all levels in the organization can define its values. Influencing an organization's values entails establishing heroes who personify the culture, developing communications systems to carry the culture's message, and developing performance management systems to reward performance that is in keeping with corporate values. Like human resource departments, staff development units fulfill a supportive function. Yet, because staff development has a strong mandate to provide education (which is a form of socialization), it has an opportunity to socialize employees to the corporate culture and values of an organization. (MN)

ED 290 894 CE 049 565

New Jersey Statewide Validation of Career and Vocational Guidance and Counseling Standards Project. Final Report.
Bayonne Public Schools, N.J.; Beckwood, Inc., Springfield, IL.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Feb 88
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Counseling Services; Educational Needs; *Employer Attitudes; *School Business Relationship; *School Counseling; *School Guidance; Secondary Education; State Programs; *State Standards; Statewide Planning; *Validity
IDENTIFIERS- *New Jersey

A project was conducted to involve New Jersey business and industry representatives in validating a set of student-based guidance and counseling standards developed by New Jersey counselors for statewide implementation. The Structured Group Interview technique of Task List Verification was selected as the validation method. The project design included training of counselor facilitators to conduct county-level validation meetings of employers. Committee makeup was representative of state employers. Analysis of data showed an average agreement level of 75 percent of business and industry with counselor-generated competencies across counties. Twenty-one additions were made to the standards. Committees most frequently changed items related to self-awareness and career planning and emphasized employability skills. Business and industry committee members were enthusiastic about the validation process, and local school administrators and counselors developed rapport with business and industry personnel. Recommendations included wide dissemination of findings as a model for local involvement, use of trained facilitators in future projects, local involvement, use of trained facilitators in future projects, local review of findings, and use of findings to determine future directions for guidance and counseling in New Jersey. (Appendices include a sample committee member booklet of 15 pages and facilitator training materials.) (KC)

ED 290 895 CE 049 566

Wolf, Mary Alice
Selfhood and the Older Learner: The Promise of Education.
PUB DATE- 22 Oct 87
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; Adult Education; *Aging (Individuals); *Continuing Education; *Educational Gerontology; *Older Adults; Role of Education; *Self Actualization
Educators must create learning opportunities to stimulate older adults and allow them to develop. These educators must also operationalize self-fulfillment in adult education. Research and theory indicate that cognition is an adaptive process and elders who practice learning activities will maintain their abilities. Further, research and theory of the psychological state of older adults suggest that reminiscence or "life review" is of serious consequence. Programmers should also be aware that interests based on gender may merge or reverse in later life and should consider how education might provide life satisfaction in old age. A longitudinal study of older adult learners has found that the act of partaking of education was often an empowering gesture. A followup study seven years later indicated that most had stopped attending formal educational activities. Reasons fall into three general categories: health problems, life patterns, and unfulfilled expectations. Other findings are that informal educational activities still attracted elders, age is irrelevant, and the motivations that brought them into the educational system have not changed--most were related to lifelong personality constructs. Educators must keep in mind that research in gerontology is often cohort-bound; therefore, they must follow older adult participants into the next stage of their lives to see the effects of education. (YLB)

ED 290 896 CE 049 569

Cary, Penny J.; Sweeney, Kevin F.
Communication Requirements of Employees of Business and Industry Represented by Areas of Technological Study at Southern Maine Vocational Technical Institute.
Southern Maine Vocational Technical Inst., South Portland.
PUB DATE- Oct 86
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communication Skills; *Educational Demand; *Educational Needs; Electrical Occupations; *Employer Attitudes; Needs Assessment; Postsecondary Education; Reading Skills; Skilled Occupations; Speech Skills; State Surveys; *Technical Education; *Technical Occupations; Two Year Colleges; Vocational Education; Writing Skills
IDENTIFIERS- *Southern Maine Vocational Technical Institute
A study examined the need and demand for communication skills for employees in the technical fields for which Southern Maine Vocational Technical Institute offers programs of academic preparation. Two members of the Institute's English Department interviewed representatives of organizations that have hired technical program graduates. Further corollary interviews of the Institute's instructors were also conducted to acquaint the interviewers with salient facts about the technologies covered in the study. The interviewers collected detailed information on the communication skills needed to prepare workers for the following occupations: automotive; building construction; culinary arts and hotel, motel, and restaurant management; dietary technician; electrical/electronics; fire science; heating and air conditioning; law enforcement technology; machine tool technology; applied marine biology and oceanography; marine science deck and engineering; plant and soil technology; plumbing; practical nursing; radiation therapy, radiologic technology; respiratory therapy; and wastewater technology. Reading skills were deemed especially important inasmuch as persons in technical occupations must frequently undergo further training after they have been on their jobs for some time. Writing skills, although frequently not a concern for entry-level employees, become increasingly crucial as workers are promoted or branch out into different areas of an organization. Although public speaking skills did not appear an across-the-board concern, they were very important in certain occupational areas (such as hospitality occupations). (The survey instrument and a list of persons interviewed are appended.) (MN)

ED 290 897 CE 049 571

Literacy Corps Assistance Act of 1987. Hearing on S. 1016 To Provide Financial Assistance for the Establishment and Operation of Literacy Corps Programs before the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-100-228

PUB DATE- 22 Apr 87

NOTE- 57p.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Basic Education; *College Students; *Educational Legislation; *Federal Aid; Federal Legislation; Hearings; *Illiteracy; *Literacy Education; Program Development; *Tutoring

IDENTIFIERS- Literacy Corps; Proposed Legislation

This document contains a congressional hearing on S.1016, which would provide financial assistance for the establishment and operation of Literacy Corps programs. (The Literacy Corps would enlist college students to tutor in reading and math for 6 hours per week in a 10-week semester). Testimony includes statements and prepared statements from Hon. Warren Burger, Chief Justice of the United States, retired; a U.S. senator; and individuals representing the Washington Education Project; School of Education, St. John's University; New York City Board of Education; and the Edward Hart Elementary School, Flushing, New York. (YLB)

ED 290 898 CE 049 574

Business/Education Partnerships in South Carolina. Model Projects.
South Carolina State Dept. of Education, Columbia. Div. of Public Accountability.
PUB DATE- 87
NOTE- 31p.; Document contains colored ink and photographs that will not reproduce clearly. For an earlier edition, see ED 278 819.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business; *Corporate Support; *Demonstration Programs; Elementary Secondary Education; Industry; *School Business Relationship; *School Community Relationship; *School Support
IDENTIFIERS- *South Carolina

This document contains reports from school districts in South Carolina on the status of their successful partnerships between schools and businesses. They are examples of what is happening in South Carolina today and what could happen between other businesses and schools as new alliances are formed. These accounts describe new ideas for partnerships as well as tried and true practices. These 14 descriptions of exemplary business/education partnerships illustrate partnerships with E.I. DuPont deNemours & Co.; South Carolina National Bank; Coburg Dairy; Johnson and Wales Culinary College; McDonald's; The Wilson Group; the Kershaw County Chamber of Commerce; Michelin Tire Company; a radio station (WCCP in Clemson); Atlantic Soft Drink Company; Bank of Greeleyville; Tupperware Manufacturing; Wellman Industries; Gist-Brocades; Carowinds Theme Park; and Amida Industries, Inc. They include such diverse school partnerships as adopt-a-school, school volunteer programs, and a community awareness program and involvement of The Citadel. (YLB)

ED 290 899 CE 049 577

Holly, Peter
The Dilemmas of Low Attainment. A Critique of Northamptonshire's Interpretation of the DES Brief for the Lower Attaining Pupils Programme (LAPP). An Occasional Paper.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-026-1
PUB DATE- 87
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Competency Based Education; *Curriculum Evaluation; Developed Nations; Foreign Countries; *Low Achievement; Program Evaluation; School District Autonomy; Secondary Education; *Underachievement; Vocational Education; Work Experience Programs
IDENTIFIERS- *England (Northamptonshire); *Lower Attaining Pupils Programme (England)
This paper offers a theoretical critique of the curriculum model adopted by Northamptonshire Local Education Authority (LEA) for its Lower Attaining Pupils Programme. It evaluates the way in which Northamptonshire chose to interpret the requirements of the original Department of Education and Science brief at the LEA level. The background section identifies the Northamptonshire program as an illustration of a debate that has been around for 20 years. The paper then discusses seven dilemmas that have been the focus of the debate: (1) the differentiated versus the common curriculum; (2) "vocationalism" within the pre-16 or post-16 curriculum; (3) the school curriculum and the validity of out-of-school experience; (4) the skills in skills-based teaching and learning; (5) the use of profiling as assessment; (6) who the clients are and what is the nature of their complaint, i.e. underachievement; and (7) central direction versus local autonomy: centralization or decentralization. Nearly 60 references are cited. An appendix summarizes the findings of the evaluation of Northamptonshire's Lower Attaining Pupils Programme project that was undertaken by the Further Education Unit. (YLB)

ED 290 900 CE 049 578

The Rural Economy: Implications for Further, Higher and Adult Education. An FEU View.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-020-2
PUB DATE- 87
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; Delivery Systems; *Educational Change; *Educational Needs; Educational Trends; Foreign Countries; *Futures (of Society); Institutional Cooperation; Postsecondary Education; *Rural Economics; *Rural Education; Rural Population
IDENTIFIERS- *United Kingdom

This study presents an overview of how the further, higher, and adult education (FHE) system in England should support the rural economy. It is meant to relate to the changing agricultural scene, its diversification, the movement of people, and the well-being of the community. The first seven chapters of the booklet describe the nature of the agricultural industry, its work force and problems, and the present state of the art with respect to post-school education and training in rural areas. Chapters 8 and 9 analyze the changes and their implications for FHE. Chapter 10 presents the following conclusions: (1) agriculture will remain the dominant industry, but not necessarily the major employer of skilled labor; (2) tourism, small business, new technology, and other forms of diversification will erode many of the boundaries that presently exist between agricultural and other colleges; and (3) marketing and access are key words--the needs of the rural community should be served. If the FHE system does not serve this population, other providers will fill the gap and displace FHE from its traditional role. Twenty-two references are cited; two appendixes provide lists of research and collaborative projects. (KC)

DOCUMENT RESUME

ED 290 901 CE 049 580

Doram, Colin; And Others
Entrepreneurial Skills. A Curriculum Framework for Self-Employment in Very Small Businesses. A Project Report.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-007-5
PUB DATE- 87
NOTE- 90p.; Small print is used in Appendix 3.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Business Administration; Business Education; Curriculum; Curriculum Development; Developed Nations; *Entrepreneurship; Foreign Countries; Postsecondary Education; *Small Businesses; Staff Development; Vocational Education
IDENTIFIERS- Open Entry Open Exit; United Kingdom
This document describes a curriculum framework to which higher education and adult education institutions can relate in providing assistance for those who are interested in starting small businesses. The report begins by attempting to identify the particular population groups affected by the problem and relating to the opportunities for entrepreneurial development available within the United Kingdom. The proposed curriculum features a spiralling progression with flexible entry and exit points; it is suitable for a variety of attendance modes. The curriculum is based on a three-part modular program within each of which nine common themes or strands are developed. A proposal for diagnostic evaluation of course entrants follows, with suggestions for course implementation and comments on teaching and learning strategies. Some ideas on methods of assessing client-learner progress and competence are also put forward. The implications of this curriculum for staff development needs within further education are then considered. Finally, client-learner case histories and a number of assignments are included as examples of suitable teaching materials. Appendixes include a 15-page outline of curriculum content, a checklist of outcomes and competences, and a 5-page list of resource organizations and materials. (YLB)

ED 290 902 CE 049 581

Quality in NAFE.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-027-X
PUB DATE- 87
NOTE- 36p.; Document contains colored type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adult Education; *Curriculum Design; Delivery Systems; *Educational Improvement; *Educational Needs; *Educational Planning; *Educational Quality; Educational Trends; Foreign Countries; Futures (of Society); Job Training; Needs Assessment; Postsecondary Education; Program Evaluation; Program Improvement
IDENTIFIERS- *England

This paper describes a study undertaken to determine quality and needs in work-related nonadvanced further education (NAFE) in England. The descriptive paper is organized in nine sections. The first section introduces the project, which focused on a description of issues of quality in respect to content, structure, and delivery of curricula for the period 1988-1991. It also describes the methodology of the study (a literature search and use of consultants). Section II suggests that quality is a complex mix of issues and springs from the interrelation and interplay among a variety of factors. The planning, design, delivery, and evaluation of quality provision is, therefore, assisted by the use of a framework that identifies the main elements of quality and their relationship to each other. A framework for discussion of quality is described in Section III. Sections IV-VIII identify the main quality issues under each element of the curriculum development process and relate these issues to the demands and responsibilities implied in the construction of educational development plans. From this analysis is derived a checklist of quality issues for each element, together with ground rules for translating them into practice. These appear at the end of each of these five sections. (Appendix 2 contains a full checklist of the ground rules from all five sections for easy reference.) The final section, a short summary and conclusion, is followed by 41 references. (KC)

ED 290 903 CE 049 582

Fadale, LaVerna M.; Winter, Gene M.
Evaluating Developmental Studies Programs in Two-Year Colleges: A Consensus Approach. Summary.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE- Dec 87
NOTE- 6p.; Paper presented at the Annual Meeting of the American Vocational Association (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developmental Studies Programs; *Evaluation Criteria; *Evaluation Methods; *Models; Research Utilization; Two Year Colleges; Vocational Education
IDENTIFIERS- *New York
A research study used the strategy of practitioner consensus to identify the common success criteria and standards that are used in the evaluation of developmental/remedial programs in New York State two-year colleges. The study also designed an evaluation model for these programs and determined its use over time. Using a survey and an interview guide, researchers collected data from a statewide survey of 48 responding colleges (an 80 percent response rate) and in-depth consultations with local staff at 19 college sites. A second survey brought in responses from 32 colleges (a rate of 67%). Thirty-one staff members from the sites convened to discuss issues that emerged from the data. A follow-up survey three years later was used to determine model usage. The research effort resulted in a number of findings and conclusions including the following: (1) the term "developmental" was preferred by a majority, although the terms "remedial" and "basic skills" were also used; (2) four primary evaluation criteria (course exit criteria, individual goals, program completion, academic eligibility) were identified; and (3) possible standards were developed within those criteria that might serve as a framework for local program evaluation. The study provided a model for evaluation of developmental programs developed through practitioner consensus. Over time, it continues to provide a structure for assessment that recognizes academic achievement, student goals, and the institutional context. (KC)

ED 290 904 CE 049 583

LeBleu, Lisa; Daniel, Ellen
The Perceptions and Practices of Home Economics Teacher Educators regarding the Preparation of Pre-Service Teachers for Political Participation.
PUB DATE- Dec 87
NOTE- 5p.; Paper presented at the Annual Meeting of the American Vocational Association (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activism; *Educational Attitudes; Higher Education; Home Economics Education; *Home Economics Teachers; Political Influences; *Politics; *Preservice Teacher Education; Student Motivation; Student Organizations; Teacher Characteristics; *Teacher Educators; *Teacher Participation
A study was designed to investigate the perceptions and practices of home economics teacher educators with regard to the preparation of preservice vocational home economics teachers for political participation. The population for the research consisted of 277 home economics teacher educators throughout the United States; 186 usable responses (67 percent) were received from a questionnaire on teacher educator backgrounds, attitudes toward preparing teachers for political participation, and content of such preparation. Findings indicated that 100 percent of the respondents encouraged their students to join professional organizations; 97 percent also urged them to assume active leadership roles. Ninety-four percent of the respondents perceived a need to prepare preservice teachers for political participation, but only 85 percent were currently doing so. The most common types of activities included in teacher preparation for political participation were discussions of current legislation affecting home economics, the role of legislation in vocational education, and the political impact of professional organizations on legislation; and writing letters to legislators or other influential persons. The preparation was integrated into home economics courses, and there were slight differences according to teacher educator characteristics. (KC)

ED 290 905 CE 049 585

How Schools Are Teaching about Labor. A Collection of Guidelines & Lesson Plans. Third Edition.
American Federation of Labor and Congress of Industrial Organizations, Washington, D.C.
PUB DATE- 88
NOTE- 214p.
AVAILABLE FROM- AFL-CIO Pamphlet Division, 815 16th Street, NW, Washington, DC 20006 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Elementary Secondary Education; *Fused Curriculum; *Labor Relations; Learning Activities; Lesson Plans; *Social Studies; Teacher Developed Materials; *Unions; *United States History

This collection of outlines, lesson plans, and classroom materials is intended to help teachers and curriculum specialists in teaching students about the contribution of organized labor to the development of the United States. Units suitable for the elementary, middle school, and high school levels are included. The first of the 12 units, which was prepared by an elementary school teacher when the Long Island Railroad was on strike, integrates labor education into a variety of reading and language arts activities. The second selection is an elementary-level pamphlet on the role of unions in the United States that is designed for use in social studies lessons. The third unit includes poems and short stories describing the contributions of various heroes and heroines of the U.S. labor movement. A secondary school curriculum in labor relations and a set of junior high-level lesson plans for infusing labor education into language arts and social studies classes are provided. Guidelines are presented for teaching labor law in Maine. A work literature unit for grades 11-12 that was developed by a teacher in a small Pennsylvania coal-mining town is also presented. Other units in the collection include a history of the American labor movement that was developed by the AFL-CIO's education department and a study of American labor activities that was produced by a New York local of the United Federation of Teachers. A variety of activities, including word puzzles, discussion questions, and songs, can be found in the individual units. (MN)

ED 290 906 CE 049 589

Yrle, Augusta C.
Individualize for Student Success in Typewriting/Keyboarding.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Education; Goal Orientation; *Independent Study; *Individualized Instruction; *Keyboarding (Data Entry); *Office Occupations Education; Postsecondary Education; *Typewriting
IDENTIFIERS- *Goal Setting
The concept of individualized instruction has been discussed for more than 60 years. Some individualized instruction techniques that have been implemented over the years with varying degrees of success are ability grouping, nongraded schools, special classes for exceptional children, tracking (academic versus vocational), remedial classes, and team teaching. Individualized instruction programs may be categorized on the basis of the amount of choice students are permitted to exercise in determining instructional objectives and methods and materials. It may be (1) individually diagnosed and prescribed, (2) self-directed, (3) personalized, or (4) presented in the form of independent study. The viability of individualized instruction as a technique for teaching typewriting was tested over the course of two weeks in college-level beginning, intermediate, and advanced typewriting classes. The students set goals for speed achievement and for accuracy development for three- or five-minute straight-copy timed writings. If the students' goals had not been realized, they were encouraged to continue to work for another week or two until the goals were realize. If the goals were accomplished, the students set new goals. When the students were encouraged to set short-term individual goals, the long-range result was increased productivity. This was satisfying to the students and teachers alike. (MN)

ED 290 907 CE 049 590

James, Simon; And Others
Meeting Half Way. Some Approaches to Educational Work with Single Homeless People by the Basic Education Development Scheme.
North Lambeth Day Centre, Ltd., London (England).

SPONS. AGENCY- Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-0-948676-01-9
PUB DATE- 87
NOTE- 39p.
AVAILABLE FROM- North Lambeth Day Centre, Ltd., St. Johns Crypt, 73 Waterloo Road, London SE1 8UD, England (1.50 pounds).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Advocacy; Counseling Services; Day Programs; Disadvantaged; Foreign Countries; *Homeless People; *Literacy Education; Mainstreaming; *Outreach Programs; Program Content
IDENTIFIERS- *Basic Education Development Scheme (England); *England (London)

The Basic Education Development Scheme (BEDS) was first proposed in 1983 as a way of extending adult basic education services to single homeless persons. Its overall objective was to explore through programs (not research) the most fruitful ways of helping homeless men and women improve their literacy skills and eventually enter the mainstream adult education system. Program staff made themselves visible at two day centers for homeless persons, not as educational experts but rather as participants. By introducing the game of Scrabble at one center and organizing the league, BEDS staff members were able to introduce the center's clients to the idea of literacy education in a nonthreatening manner. BEDS staff members were careful to coordinate their activities with the staff at the local day centers so as not to duplicate services or compete for the same clients. A drop-in program was devised wherein clients worked in groups to improve their literacy and numeracy skills through quizzes, worksheets, and games. Eventually, a program of short morning courses was developed and implemented side by side with the drop-in program. The program has been fairly successful in one of the centers but has only had mixed success in the other. This has largely been due to the great diversity of the clients' educational needs. Efforts to work in an advocacy capacity to mainstream clients into traditional adult education programming have met with very limited success, mainly because of the usual barriers encountered by disadvantaged persons trying to gain access to the adult education system. A program to recruit clients who have already gone through the system to serve as tutors (work-partners) is underway; however, it is still too early to evaluate the recruitment program's success. (MN)

ED 290 908 CE 049 597

Walker, Mary Margaret; And Others
Status of the NOICC/SOICC Network. NOICC Administrative Report No. 13.
National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- Dec 87
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Databases; Federal Programs; *Information Dissemination; *Information Networks; Information Sources; Microcomputers; *Occupational Information; Program Content; Program Effectiveness; Program Implementation; *Shared Resources and Services; State Programs; User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- National Occupational Information Coordinating Com; *Occupational Information Systems; State Occupational Information Coordinating Comm
Between July 1, 1986, and June 30, 1987, the National Occupational Information Coordinating Committee (NOICC)/State Occupational Information Coordinating Committee (SOICC) network has made significant gains in meeting the information needs of planners and administrators of vocational education and employment and training programs as well as of individuals making career decisions. There are now microcomputer-based occupational information systems in place in 38 states and territories. A new microcomputer-based occupational projections system makes it possible for individuals owning an MS-DOS microcomputer to develop state and substate supply-demand occupational projections. Two other new software enhancements to the network make it possible to identify education and training institutions and program offerings by geographic area and to retrieve data on industries that employ a certain share of workers in selected occupations. A census occupation/industry matrix file has also been developed for each state. In 29 states, occupational information is being used to plan programs at local community colleges, and 37 SOICCs report that their information is being used to plan programs for local Job Training Partnership Act service delivery areas. During the past year, SOICCs in 36 states provided training on the use and analysis of occupational information for program planning. Forty-six states now have computer-based career information delivery systems (CIDS). In the 1986 program year, these systems served 6-8 million people at approximately 15,000 sites nationwide, with almost 67 percent of the systems' users being school students. Pilot programs involving the U.S. Naval Reserve and Department of Defense were also launched during the program year. (MN)

ED 290 909 CE 049 598

Bhola, H. S.
A Policy Analysis of Adult Literacy Education in India: Across the Two National Policy Reviews of 1968 and 1986.
PUB DATE- Mar 88
NOTE- 36p.; Paper presented at the Annual Conference of the Comparative and International Education Society (32nd, Atlanta, GA, March 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Programs; Change Strategies; Comparative Analysis; Economic Factors; Economic Opportunities; *Educational Change; *Educational Policy; Foreign Countries; *Literacy Education; *Social Stratification; Socioeconomic Influences
IDENTIFIERS- *India; National Adult Education Programme (India)
There have been few, if any, significant changes in educational policy regarding the provision of adult literacy education in India over the past two decades. The changes that have taken place in India's adult literacy programs have occurred in the realm of technology rather than ideology, thereby supporting a continuity in the existing distributions of economic, social, and political goods within the nation. India's present cultural and political climate have resulted in an educational policy that is functionalist in the sense of being geared to provide the labor force necessary to keep the system going and populist in the sense of being geared toward gaining the votes necessary to win elections. This in turn has translated into greater investments in higher education and proportionally less in constitutionally mandated universalization of elementary education. The most important official confirmation of the need for expanding adult education services in India came in the form of the National Policy Resolution of 1968. The first important initiative in adult education--the National Adult Education Program (NAEP)--was not established until 1978. It defined education as literacy, functionality, and conscientization, and although its structures were eventually established, they did not always function effectively. When Indira Gandhi returned to power in 1980, the program was renamed (it was now simply called the AEP) and expanded from a 10-month to a 3-year program with emphasis on health, family planning, and functional progams. Unfortunately, the AEP was not extremely successful either. The main thrust of the new National Program of Adult Education (established in 1986) is like its predecessors in that its main thrust is efficiency rather than equity and its general mode is technocratic. (MN)

ED 290 910 CE 049 599

Lewis, Morgan V.
Vocational Education--Job Training Partnership Act Coordination. Second Annual Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 95p.; For the first annual report, see ED 284 075.
GRANT- G008620030
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Planning; *Cooperative Programs; *Coordination; Educational Cooperation; Educational Legislation; Employment Programs; Federal Legislation; *Job Training; National Surveys; Postsecondary Education; Program Improvement; *School Business Relationship; School Districts; Trend Analysis; *Vocational Education
IDENTIFIERS- *Job Training Partnership Act 1982; *Service Delivery Areas
A telephone survey of 610 service delivery areas (SDAs) and a mail survey of a national sample of 983 postsecondary institutions were conducted to assess the status of local-level coordination between vocational education and Job Training Partnership Act (JTPA) programs. Ninety-seven percent of the SDAs were engaged in some type of collaborative effort with public vocational education institutions in the year ending June 1987. Ninety-one percent of the SDA administrators described their relationship with public vocational-technical programs as satisfactory or better. Almost 90 percent of the postsecondary institutions included in the study have some relationship with the JTPA, with 68 percent providing direct services and an additional 19 percent providing facilities or instructors for JTPA programs they do not conduct themselves. A history of good relationships and shared goals were the two main factors cited by JTPA administrators as facilitating good coordination between vocational education and JTPA. The degree of coordination achieved within SDAs was not systematically associated with any of the economic and demographic characteristics of the SDAs that were analyzed. The JTPA administrators urged vocational educators to keep the SDA information about vocational programs, do more joint planning, be more responsive to labor market needs and more flexible concerning program lengths and entry and exit times, coordinate better within vocational education itself, and accept performance-based contracts. Appendices provide 11 data tables on the SDAs and the two survey forms. (MN)

ED 290 911 CE 049 601

Schaer, Barbara; Neal, Kathy
A Survey of Knowledge and Attitudes towards Martial Arts: Recommendations for a Recruitment Program in Continuing Education.
PUB DATE- 11 Nov 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Athletics; *Continuing Education; Interest Inventories; *Physical Education; Postsecondary Education; *Sex Differences; *Student Attitudes; *Student Interests; *Student Recruitment
IDENTIFIERS- *Martial Arts

A study examined the level of knowledge about and the types of attitudes toward martial arts. The primary objective of the study was to gather information that could be used in designing a recruitment program for a continuing education course in martial arts. A survey instrument was administered to 60 males and 52 females between the ages of 15 and 60. The modal age was 19, and 84 percent of the respondents reported no martial arts experience. The males generally reported first learning about the martial arts from movies, friends, and television, whereas the females most often first learned about the martial arts from friends and only then from television and movies. Motivational factors that would encourage men to participate in the martial arts were self-defense, exercise, and discipline. Women, on the other hand, would be encouraged to participate for reasons of self-defense, health, and exercise. It was concluded that the martial arts were widely known across age levels and that different promotional factors should be emphasized for men and women. Little appeared to be known about the sociological and psychological benefits or the nonviolent aspects of the martial arts. (MN)

ED 290 912 CE 049 602

Balint, Marilyn
Using the Comprehensive Nursing Achievement Test as a Predictor of Success on the National Council Licensure Examination. Learning Theory and Applications Seminar.
PUB DATE- Jan 88
NOTE- 36p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Graduate Surveys; Higher Education; *Nursing Education; Predictive Measurement; *Predictive Validity; *Predictor Variables; *Test Validity
IDENTIFIERS- *Comprehensive Nursing Achievement Test; *National Council Licensure Examination
A study examined the feasibility of using the Comprehensive Nursing Achievement Test as a predictor of nursing students' eventual success on the National Council Licensure Examination (NCLEX-RN). The predictive validity of other factors, such as age, college entrance test scores, and grades in second-year nursing courses, was also examined. Seventy-one graduates of the 1986 registered nursing class from Long Beach City College (California) constituted the study sample. Data collected for each person in the sample included their NCLEX-RN score, their Comprehensive Nursing Achievement Test score, their age when they took the comprehensive test, their math and reading college admission scores, and their grade-point average (calculated on the basis of courses taken during the second year of the nursing program). A two-tailed independent T-test was used on the means for both tests. No significant difference between the two means was found. This confirmed the usefulness of the Comprehensive Nursing Achievement Test as a predictor of success on the NCLEX-RN. In addition to the Comprehensive Nursing Achievement Test score, the best indicator of success on the NCLEX-RN was the student's performance in second-year nursing courses. Age and math and reading admission scores did not predict success on the NCLEX-RN. It was therefore recommended that the practice of administering the Comprehensive Nursing Achievement Test be continued and that the test be used for curriculum review. (MN)

ED 290 913 CE 049 603

Jones, Paul E.; Wall, Robert E.
Evaluation of Public and Private Training Programs in the Baltimore Metropolitan Area.
PUB DATE- 17 Oct 87
NOTE- 18p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; Comparative Analysis; *Employment Programs; Instructional Materials; *Job Training; *Private Agencies; Program Content; *Program Effectiveness; Program Evaluation; *Public Agencies; *Training Methods
IDENTIFIERS- *Maryland (Baltimore)
A study compared private and public training programs in the Baltimore (Maryland) metropolitan area. Survey instruments were sent to 105 individuals who had been identified as either directing or coordinating a job training program in the Baltimore area. Seventy-six usable survey instruments were returned (a 72 percent response rate). There was considerable agreement among private and public training organizations as to the importance of the skills listed in the first part of the questionnaire. Generic or people-oriented skills were valued most highly by all respondents, with specific job skills receiving a much lower ranking. The private programs did tend to place more value on knowledge of the company's field, working at remote locations, and meeting the pressure of deadlines. The public and private programs were all developed in much the same way (individuals were given projects to develop). Both types of organizations preferred on-the-job and competency-based approaches; however, private programs placed more emphasis on self-instructional materials than did their public counterparts. One area where considerable differences were found was that of communications applications of training materials.

Private organizations were more likely to use materials for employee news and information, management communications (to employees), annual meetings, and sales functions, whereas public organizations were more likely to use materials for community relations. Thus, public organizations were more likely to use materials for training, whereas private organizations were more likely to use materials for communications purposes. A greater percentage of private organizations had separate training budgets (69.2 versus 58.3 percent), whereas training budgets were more often subsumed under another line item among public organizations. (MN)

DOCUMENT RESUME

ED 290 914 CE 049 604

Frank, Kenneth A.; Lee, Valerie
Who Are the High School Graduates Who Don't Go to College?
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Oct 87
NOTE- 36p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; *Educational Attainment; *Employment Patterns; Graduate Surveys; *High School Graduates; *Noncollege Bound Students; *Outcomes of Education; *Student Characteristics
IDENTIFIERS- *High School and Beyond (NCES)

Surprisingly little research has been conducted on noncollege-bound high school graduates who do not fall into some other category such as disadvantaged or unemployed. A study used data drawn from the High School and Beyond research (a multipurpose national longitudinal study of America's high school students) to examine 4,537 high school graduates (class of 1980) who did not attend a two- or four-year college within two years of their high school graduation. Fifty-eight percent of the class of 1980 attended college, leaving 42 percent that did not. Not surprisingly, students from the highest social levels and with the highest levels of academic achievement were most likely to attend college. On the other hand, many of those who did not choose to attend college could have chosen to do so (this appeared especially true for qualified blacks, who often chose full-time employment over college). Of those 1980 graduates who did not attend college, 3,667 found full-time employment and 870 engaged in "other" activities. Four years after graduation, a full 30 percent of the 870 persons in the "other" category had found full-time employment. The remaining graduates were involved in the following activities: vocational education (9.6 percent), apprenticeship (2.0 percent), government training (0.5 percent), living alone (5.4 percent), Manpower (2.9 percent), a Comprehensive Education and Training Act program (12.1 percent), the Youth Corps (2.8 percent), employer training (11.6 percent), church activities (19.8 percent), noncredit college courses (8.2 percent), and social clubs (17.1 percent). (MN)

ED 290 915 CE 049 605

Dyrenfurth, Michael J.
International Perspectives on Technological Literacy.
PUB DATE- 7 Dec 87
NOTE- 53p.; Paper presented at the Annual Conference of the American Vocational Association (Las Vegas, NV, December 6-10, 1987). Originally prepared for the International Symposium on Technological Literacy (Columbus, OH, May 13-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Educational Needs; *Educational Practices; Elementary Secondary Education; Foreign Countries; Interviews; *Program Content; *Program Development; *Technical Education; *Technological Literacy
A study examined international perspectives on the concept of technological literacy and on different attitudes toward the need for technological literacy education in various countries throughout the world. The study was based on interviews with persons in attendance at one or more of five major international conferences and meetings held during 1986 and 1987 (in Vancouver, Canada; The Netherlands; London, England; Dallas, Texas; and Tulsa, Oklahoma). Technological literacy, as a concept, was found to be in a state of flux. Although the concept showed signs of emerging from its evolutionary stage, it seems to have remained more a notion than a precise construct. Increasing numbers of countries are becoming sensitive to the concept, and there is considerable agreement that technological literacy necessarily involves an ability to do. The term "technological literacy" is not generally used overseas, and little evidence was found to suggest that science literacy is an important topic. More countries seemed concerned with technology education for all students than with technological literacy. The U.S. approach to technology education appears to be considerably more developed than that of most other countries. This does not mean, however, that there are no valuable lessons to be learned from overseas. Technology education overseas focuses on design and problem-solving processes, whereas that in the United States focuses more on mastery of technical knowledge or skills. Overall, there seems to be a "quick-fix" mentality in thinking a few years of courses could meet the societal need for technological literacy. (An appendix includes a model and rationale for technological literacy.) (MN)

ED 290 916 CE 049 606

Christmas, Oren L.; Warmbrod, J. Robert
Factors Influencing the Occurrence of Adult Agricultural Education Programs.
PUB DATE- Feb 88
NOTE- 11p.; Paper presented at the Central States Annual Research Conference in Agricultural Education (42nd, Chicago, IL, February 21-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Administrator Attitudes; Adult Programs; *Adult Vocational Education; *Agricultural Education; Educational Demand; Educational Economics; Educational Supply; Enrollment Influences; *Geographic Location; High Schools; *Institutional Characteristics; Program Development; School Attitudes; State Surveys; *Teacher Attitudes; Vocational Directors; Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Ohio
A study examined the institutional factors the influence whether or not adult agricultural education programs are offered in high schools. All Ohio secondary schools that offered vocational agriculture programs in agricultural production or farm business management during 1985-1986 (a total of 260 schools) were included in the study. Data were obtained from survey instruments that were mailed to superintendents, principals, and vocational agriculture instructors and from Ohio Department of Education records. Eighty-one percent of the 252 questionnaires mailed out were returned. Vocational agriculture instructors were found to be very important in schools' decision as to whether to offer an adult agricultural education program. High school principals were also important. Closely related to the influence of instructors and principals is the extent and nature of school policy about adult education as a function of the particular school. Schools offering young farmer programs usually claim that program as an adult agricultural education program for which reimbursement can be received from the Ohio Department of Education. Surprisingly, schools that offer agricultural education programs have fewer vocational agriculture instructors per school than do schools not offering such programs. Thus, consultation and advertisement efforts to establish an adult agricultural education program in a secondary school should focus on that school's administrators and instructors. (MN)

ED 290 917 CE 049 607

Gerhart, Paul F.
Saving Plants and Jobs. Union-Management Negotiations in the Context of Threatened Plant Closing.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-046-5
PUB DATE- 87
NOTE- 114p.
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Collective Bargaining; Dislocated Workers; *Employer Employee Relationship; Employment Opportunities; Employment Practices; *Job Layoff; Labor Conditions; *Labor Economics; Labor Market; Labor Problems; *Labor Relations; Negotiation Agreements; Policy Formation; Public Policy; *Structural Unemployment; Union Members; Unions; Work Environment
IDENTIFIERS- *Ohio (Cleveland)
The study described in this report sought to determine why industrial plants become no longer economically viable and how to prevent this from happening prematurely. Conducted in Cleveland (Ohio) for the Cleveland Tomorrow Committee, the research was done by the McKinsey and Company staff, who interviewed chief executives, conducted case studies, and surveyed trade literature concerning these industries. The three critical factors they identified in Cleveland's decline were high union labor costs, increased foreign competition, and low capital investment. Chapter 1 of this study analyzes the causes for a plant's loss of economic viability and raises questions about plant closing decisions. Chapter 2 describes several plant closures in Northeast Ohio, caused by declining markets, increased competition from more efficient producers, and obsolete facilities. Chapter 3 reviews four cases in which labor relations issues played a direct part in the threatened closure. In all four cases, work rule changes significantly reduced labor costs, and improved labor-management relations promise productivity improvement in the future. Chapter 4 introduces two cases in which no explicit threat to close was made, but in which, with job security at stake, changes were made that induced management to locate new facilities close to existing plants that were becoming obsolete. Chapter 5 summarizes the findings of the earlier chapters and suggests some public and private policy conclusions. (KC)

ED 290 918 CE 049 610

Wijetunga, W. M. K., Ed.
Training and Accreditation of Adult Education and Management of Adult Education Associations.
Asian - South Pacific Bureau of Adult Education.; International Council for Adult Education, Toronto (Ontario).
PUB DATE- 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Educators; Adult Programs; Agency Role; *Developing Nations; Educational Certificates; Educational Policy; Foreign Countries; Postsecondary Education; *Professional Associations; *Teacher Certification; *Teacher Education
IDENTIFIERS- *Asia Pacific Region
This booklet describes the recommendations for training and accreditation of adult educators in the Asia-South Pacific regions as determined by educators who met in workshops in 1985. It also provides guidelines for adult education organizations in the area. Objectives are listed for the training of trainers, including setting up a support network, identifying gaps in training, identifying needs of trainers, setting up methods and approaches to training, establishing regional training centers, and setting criteria for selection and certification of trainers. A second group of similar recommendations are included for community-based educators. Module content is suggested for basic and advanced training of adult educators. Following a separate workshop, guidelines for the management of adult education associations were issued. These guidelines provide information on the roles and functions of the association secretary and suggestions for strengthening adult education associations. Appendixes provide specific information on the roles and functions of the association secretaries in the various countries of the Asia-South Pacific region. A copy of the membership application is included. (KC)

ED 290 919 CE 049 611

Barrier, Lynn P.
Introduction to Engineering. Course I: Challenges of Engineering. Course II: Engineering Projects.
Virginia State Dept. of Education, Richmond.
PUB DATE- 5 Dec 87
NOTE- 341p.; Document presented at the Annual Conference of the American Vocational Association (Las Vegas, NV, December 6-10, 1987).
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; *Engineering; Engineering Graphics; *Fused Curriculum; Geometry; Grade 11; Grade 12; Information Sources; Learning Activities; Lesson Plans; *Mathematics Curriculum; Measurement Techniques; Problem Solving; Research Methodology; *Science Curriculum; Secondary Education; Technical Education; Technical Writing; Technological Advancement; *Technological Literacy
This guide, which is designed to be used in a two-course sequence, is intended to prepare college-bound high school juniors and seniors for engineering and related courses at the college level. The guide was developed as part of an experimental competency-based curriculum that integrates the high-tech applications of mathematics and science concepts into pre-engineering activities. The following topics are covered in the first course: the engineering profession and related careers; engineering graphics, descriptive geometry, and measurement; contributions of engineering in history; fundamentals of problem solving; the science and properties of materials; methods of working with different materials to solve problems; communication of technical information; use of the design process to improve devices or systems; research methods and use of technical libraries and patent information; computers and problem solving. In the second course, the course objectives are related to students and society as a whole, the concept of the technological team is reviewed, and a formal seminar on an engineering case study is presented. A program description, descriptions of the two courses, task/competency analyses for each of the two courses, and a bibliography are included in the guide. Appendixes contain lists of related information and resources, suggestions for advisory committees, career and educational information, a list of engineering projects and case studies, formulas and charts for student reference, a glossary of engineering terms, a laboratory facilities and equipment list, instructional materials (transparency masters, student handouts, and sample group projects), and an explanation of evaluation techniques (tests and performance/problem-solving exams). (MN)

ED 290 920 CE 049 614

Loss Prevention through Safety Belt Use: A Handbook for Managers.
National Highway Traffic Safety Administration (DOT), Washington, D. C.
REPORT NO.- DOT-HS-806-955
PUB DATE- Sep 86
NOTE- 150p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Accident Prevention; Corporate Education; Cost Effectiveness; Course Content; *Driver Education; Educational Resources; Incentives; Injuries; Lesson Plans; Occupational Safety and Health; Postsecondary Education; Program Development; Public Relations; *Restraints (Vehicle Safety); *Safety Education; Traffic Accidents; *Traffic Safety; *Workshops

This handbook is designed to help managers address safety belt usage issues through a cost-effective and direct approach--establishing an employee safety belt program. The handbook offers a hands-on guide for conducting the program and provides for implementation at all levels. The handbook contains cost information, a program overview, policy and program development information, positive incentive concepts, accident reporting and recordkeeping information, education sessions, and public relations procedures and promotional ideas, including a coordinated graphics program. All materials are designed to be photocopied easily or reproduced with a sponsoring organization's logo. The resources section lists readily available materials for rent or loan. Suggestions for updating the loss-management system are also included so managers can track collisions and the extent of safety belt use before and after a specific campaign. An evaluation guide is suggested for program analysis. The handbook also can be used to conduct education sessions as part of community outreach programs. (KC)

ED 290 921 CE 049 616

Fitzgerald, Brian; Harmon, Lisa
Consumer Rights and Accountability in Postsecondary Vocational-Technical Education: An Exploratory Study.
Pelavin Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Feb 88
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Accreditation (Institutions); Accrediting Agencies; Agency Role; Consumer Protection; Disclosure; Dropouts; Financial Problems; Postsecondary Education; *Proprietary Schools; Student Financial Aid; Student Problems; *Student Rights; Student School Relationship; Technical Education; Vocational Education; *Vocational Schools
Beginning in October 1987, Pelavin Associates conducted an exploratory study of consumer rights and accountability in postsecondary vocational-technical (PVT) programs for the U.S. Department of Education. The study focused on how effectively the governance structure--accreditation and federal and state regulation--ensures that consumer rights are protected and that institutions are appropriately accountable to both consumers and taxpayers for the educational services being provided. The study relied primarily on interviews with federal officials; state and guarantee agency staff in California, Illinois, and Texas; and

institutional administrators at nine public and proprietary institutions recommended by accreditation agencies and states as having exemplary practices. The findings of the study indicate that the structure of PVT education permits problems to occur and thus consumers' rights are not being adequately protected. In particular, the study found serious structural problems in the governance, operation, and delivery of postsecondary vocational-technical education. Some of the significant problems found included the following: (1) questionable recruiting and admissions practices; (2) awarding financial aid to ineligible students; (3) low program completion rates; (4) failure of schools to provide refunds to students who drop out; (5) loan defaults by students; and (6) flaws in the accreditation process. (KC)

ED 290 922 CE 049 618

Vocational Education and the Low Achieving Student. A Study of Vocational Education. Report #3.
South Carolina State Council on Vocational and Technical Education, Columbia.
PUB DATE- Feb 86
NOTE- 52p.; For related documents, see ED 282 983-984 and CE 049 620.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Counseling; *Counselor Attitudes; Educational Attitudes; Educational Diagnosis; *Educationally Disadvantaged; Educational Needs; *Low Achievement; Program Effectiveness; Program Improvement; Secondary Education; Student Placement; *Teacher Attitudes; *Vocational Education

This report, the third in a series of studies of South Carolina's vocational education system, summarizes the results of a statewide survey of approximately 350 vocational center directors, guidance and placement personnel, and vocational teachers on the issue of how vocational education can best meet the needs of some 30,000 low achieving students who do not pursue postsecondary education. The results of the survey revealed that (1) low achieving students are being served primarily in trade/industry and occupational home economics; (2) there are no specific guidelines regarding assessment and counseling about programs that offer the most realistic opportunities for success and job placement; (3) vocational center directors typically have higher expectations about the training and placement of low achievers than do counseling and placement staff; (4) the most useful aspects of the vocational curriculum for low achievers are the hands-on instructional approach, career exploration and more individualized attention, and the development of positive work habits and attitudes; and (5) available resources are not being used effectively to help low achievers. Recommendations were made on developing policy for early and systematic assessment and placement of low achievers in remediation and employability skills programs, developing alternative programs, providing incentives for employers, and expanding counselors' roles in assessing and counseling low achieving students. (KC)

ED 290 923 CE 049 620

What Employers Say about Vocational Education in South Carolina. A Study of Vocational Education. Report #5.
South Carolina State Council on Vocational and Technical Education, Columbia.
PUB DATE- Apr 86
NOTE- 68p.; For related documents, see ED 282 983-984 and CE 049 618.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; *Educational Improvement; *Educational Needs; *Employer Attitudes; Employment Potential; *Entry Workers; Job Skills; Job Training; *Labor Needs; Program Evaluation; Program Improvement; Secondary Education; *Vocational Education
IDENTIFIERS- *South Carolina

This report, the fifth in a series of studies of South Carolina's vocational education system, summarizes the results of a recent mail survey of more than 1,200 employers throughout the state regarding their perceptions of and experiences with vocational education, its graduates, and entry-level workers. Some of the results of the survey were as follows: (1) over 31 percent of the employers said they were not getting enough qualified applicants for entry-level positions, especially in the construction industry; (2) the need for preemployment training of workers varied by industry; (3) the four worker characteristics most preferred by employers included good work habits and attitudes, interpersonal skills, specific job skills, and prior work experience; (4) although employers did not rate "basic academic skills" highly, there was serious concern about the lack of these skills in some applicants; and (5) nearly three-fourths of all respondents said they preferred to hire workers who had received vocational training over those who had not. Recommendations were made to study the potential role of vocational education for all students, to increase employability skills training, to involve employers in vocational programming and student recruitment, and to make assessment of employer satisfaction and student job placement components of vocational program evaluation. (KC)

ED 290 924 CE 049 624

Levitan, Sar A.; Gallo, Frank
A Second Chance. Training for Jobs.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-056-2
PUB DATE- 88
NOTE- 230p.
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Books (010)
DESCRIPTORS- Adult Programs; Change Strategies; Comparative Analysis; Disadvantaged; Dislocated Workers; Dropout Programs; Educational Change; *Employment Programs; Evaluation Criteria; Evaluation Methods; *Job Training; Migrant Education; Migrant Programs; Outcomes of Education; *Program Content; *Program Effectiveness; Program Improvement; *Retraining; Youth Programs
IDENTIFIERS- *Comprehensive Employment and Training Act; Job Corps; *Job Training Partnership Act 1982; Native Americans

The Job Training Partnership Act (JTPA) was heralded as a major overhaul of the Comprehensive Employment and Training Act (CETA) program. Five years after passage of JTPA, the answer to the question of whether it has indeed managed to remedy CETA's shortcomings appears to be an unequivocal maybe. Although the JTPA has been praised by numerous business representatives and politically conservative public figures and government officials, a careful assessment of JTPA programs reveals that their performance falls far short of the claims made by administration officials and many program managers. Evidence suggests that JTPA's superiority over CETA may be illusory. For one thing, local administrators and training contractors select a more qualified clientele than CETA served. Moreover, by offering briefer and less intensive courses, JTPA does too little to improve the saleable labor market skills of its enrollees. JTPA's emphasis on outcomes also creates strong temptations to "doctor" program outcome data. Because of federal and state negligence, JTPA's dislocated worker projects have spent only two-thirds of their appropriated funds. Dislocated worker programs run under JTPA have tended to exclude the least educated and older workers (the ones most in need of help). In contrast, the Job Corps program seems relatively unchanged since the JTPA's passage, and efforts are now underway to replicate the highly effective Job Corps model of combining remedial and vocational education. Training programs for migrant farm workers and Native Americans have been particularly neglected under JTPA. Evidence suggests that, with reform, the program could improve considerably, even without altering its administrative structure. (This document contains extensive reference notes and an index.) (MN)

ED 290 925 CE 049 627

McCulloch, Sue
Initial Assessment of Reading Skills.
Adult Literacy and Basic Skills Unit, London (England).
PUB DATE- 87
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Developed Nations; Diagnostic Teaching; Foreign Countries; *Literacy Education; *Reading Diagnosis; *Reading Skills; *Student Evaluation
IDENTIFIERS- Great Britain
This article sets forth some ideas as starting points for the initial assessment of reading, particularly for those who are relatively new to adult literacy work. It describes materials to use, including choice of materials and levels of difficulty. Variables that affect a reader's performance are listed. Information is also provided on how to administer the assessment. This includes material on diagnostic use of the assessment sheets. (YLB)

ED 290 926 CE 049 629

Albright, Leonard
Vocational Education for the Disadvantaged and Handicapped. A Guide to Program Administration.
American Vocational Association, Alexandria, VA.
PUB DATE- 86
NOTE- 45p.; For an earlier edition, see ED 179 770.
AVAILABLE FROM- American Vocational Association, 1410 King Street, Alexandria, VA 22314.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; *Disadvantaged; Educational Finance; Education Work Relationship; Exceptional Persons; Individualized Education Programs; *Mainstreaming; *Program Administration; Program Budgeting; Program Evaluation; *Program Implementation; Publicity; Pupil Personnel Services; Secondary Education; Student Evaluation; Student Placement; Student School Relationship; *Vocational Education; Vocational Evaluation
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984

This second edition provides local administrators of vocational education with some basic guidelines and strategies for managing programs and services for handicapped and disadvantaged people. The new program requirements in the Carl D. Perkins Act, such as communicating program options to handicapped and disadvantaged students and their parents, conducting vocational assessments and facilitating students' transitions from school to work, are presented. More specifically, the seven sections of the guide cover the following topics: communicating program options to students and their parents; identifying students with special needs; individualized program planning; student placement in vocational education; student service provisions in vocational education; monitoring and evaluating special services; and program funding provisions. A 31-item bibliography is included. (KC)

DOCUMENT RESUME

ED 290 927 CE 049 630

Asselin, Susan B.
Making the Transition: A Teacher's Guide for Helping Students with Special Needs.
American Vocational Association, Alexandria, VA.
PUB DATE- 87
NOTE- 39p.
AVAILABLE FROM- American Vocational Association, 1410 King Street, Alexandria, VA 22314.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Resources; Daily Living Skills; *Disabilities; *Disadvantaged; *Educational Planning; *Education Work Relationship; Employment Potential; Exceptional Persons; Individualized Education Programs; Job Placement; Job Skills; Mainstreaming; Secondary Education; Skill Development; Student Needs; Student School Relationship; *Teacher Role; Vocational Education; Vocational Evaluation; Vocational Followup; Work Experience Programs
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984
This guide is designed to help vocational education teachers prepare students with special needs to make a successful transition from school to employment. The guide is organized in five chapters. The first chapter provides a definition of transition and a model for transition from special education or vocational education to the community. In Chapter II, the various types of special needs and disadvantaged students are described. Chapter III discusses career preparation for special needs students. Elements include academic preparation, career awareness and orientation, independent living skills, vocational exploration, vocational assessment, work adjustment, vocational education, job placement, follow-up, and postsecondary education. The teacher's role in planning for special needs students to become employed is discussed in the fourth chapter. Some of the teacher's responsibilities include interagency agreements, individualized education programs, and individualized transition plans. The final chapter suggests program components

that can ensure successful transitions, including community resources, vocational skill training, employability skills, work experience programs, and follow-up. A vocational special needs student follow-up questionnaire and a list of 18 references are included. (KC)

ED 290 928 CE 049 631

Homer, Michael M.
Revising the Curriculum. Positive Approaches toward Program Improvement.
American Vocational Association, Alexandria, VA.
PUB DATE- 85
NOTE- 30p.
AVAILABLE FROM- American Vocational Association, 1410 King Street, Alexandria, VA 22314.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advisory Committees; *Educational Improvement; *Educational Needs; Educational Trends; Faculty Development; Postsecondary Education; *Program Improvement; *Public Relations; Secondary Education; Success; *Vocational Education
IDENTIFIERS- *Excellence in Education
This paper explores the idea of excellence in education and provides some suggestions of how excellence can be achieved in a vocational education program. The first part of the booklet describes the components of excellence in vocational education, such as excellent teachers; meeting the needs of students, the community, and employers; and being responsive to change. Sections of the paper propose methods of building excellence in vocational education programs by developing and maintaining advisory committees; developing faculty, administrators, and peers; developing information and curriculum; and implementing the plan. The final section focuses on communicating success (public relations). (KC)

ED 290 929 CE 049 632

Barrick, R. Kirby, Ed.
Using Microcomputers in Teaching Vocational Agriculture.
American Vocational Association, Alexandria, VA.
PUB DATE- 87
NOTE- 78p.
AVAILABLE FROM- Publications Committee, Agricultural Education Division, American Vocational Association, 1410 King Street, Alexandria, VA 22314.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Computer Assisted Instruction; Computer Managed Instruction; Computer Oriented Programs; *Computer Software; *Computer Uses in Education; Database Management Systems; Databases; Data Processing; Microcomputers; Postsecondary Education; Program Costs; Secondary Education; *Vocational Education; *Word Processing
This collection of articles is designed to help vocational agriculture teachers use microcomputers in teaching. The guide covers both the different types of software and the ways they can be applied in teaching. The guide is organized in three sections. The first section covers types of programs and includes "Selection of Microcomputer Hardware and Software for Agricultural Education" (Camp); "Electronic Spreadsheet Applications" (Stitt et al.); "Data Bases for Vocational Agriculture" (Moeller); "Text Editing and Word Processing" (Malpiedi); and "Using Agricultural Information and Networking Services" (Miller, Gamble). The second section provides practical tips on incorporating the computer into an instructional program, including "Computer-Assisted Instruction in Vocational Agriculture" (Foster); "Microcomputers in Supervised Occupational Experience Programs" (Briers); and "Using Microcomputers with the Future Farmers of America" (Carter, Chizek). The final section suggests sources of help for "Generating Instructional Materials" (Giesemann) and "Teaching Students to Use Microcomputers" (Bowen). The articles mention brand names of computer hardware and software and provide comparisons of features as well as prices of the various software programs. (KC)

ED 290 930 CE 049 633

Cheren, Mark E., Ed.; And Others
Learning Management: Emerging Directions for Learning To Learn in the Workplace. Information Series No. 320.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 63p.
CONTRACT- 400-84-0011
AVAILABLE FROM- National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN320--$6.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Education; Adult Learning; *Corporate Education; Educational Strategies; Independent Study; Industrial Education; *Instructional Leadership; Learning Resources Centers; *Learning Strategies; Models; Organizational Climate; Organizational Objectives; Postsecondary Education; *Problem Solving; *Professional Continuing Education; Training Methods; Workshops
This collection, which should be of particular interest to adult education teachers, trainers, and researchers, suggests new models for attaining learning management skills to facilitate on-the-job learning. In the introduction, Mark E. Cheren discusses the need for new models and terms and examines the concepts of learning management and situational learning. In her paper entitled "Developing Learning Skills," Sylvia Downs recounts her work in learning skills development in England and covers supporting research, learning blockages, categories of learning, and applications in commercial organizations. Howard S. Barrow's paper, "Learning Management in the Context of Small Group Problem-Based Learning," describes a problem-based learning method that was originally developed for medical students and practicing physicians. The approach enables professionals to monitor their own learning needs during the problem-solving process, thereby enabling the learner to become less dependent on the teacher (who becomes a facilitator of learning). In a paper entitled "Learning Management Skills Development as an Integral Part of Training and Development," Mark E. Cheren suggests several ways of developing learning management competence within the context of training and development activities such as orientation programs, courses and workshops, learning resource centers, and self-instructional materials. The organizational perspective on learning management in discussed by Robert Smith in a paper entitled "Learning to Learn in the Workplace." An appendix containing a working definition of self-directed learning and a list of 50 references are included. (SK)

ED 290 931 CE 049 634

Knox, Alan B.
International Perspectives on Adult Education. Information Series No. 321.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 59p.
CONTRACT- 400-84-0011
AVAILABLE FROM- National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN321--$6.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Education; Adult Literacy; Comparative Analysis; *Comparative Education; *Continuing Education; Cultural Pluralism; Decision Making; Developed Nations; Developing Nations; Educational Planning; Foreign Countries; *Global Approach; Government Role; International Cooperation; *International Education; Lifelong Learning; Nonformal Education; Postsecondary Education; Program Development; Rural Education; *Social Influences
Adult continuing education practitioners in the United States can improve their planning and decision making by developing an understanding of major societal influences on their programs. One way of understanding local influences is to learn about such influences on educational programs for adults in other national settings. This monograph is intended to illustrate the uses to which conclusions about societal influences can be put when making local planning decisions. The utility of an international perspective on the following seven decision areas is explored: planning, participation, campaigns, staffing, clientele, pluralism, and higher education. The section on strategic planning analyzes societal influences on agency functioning and on the service area, including social trends and client interests in six major regions of the world. Societal influences that deter participation in educational activities by hard-to-reach adults and that affect program priorities are examined. Selected societal characteristics associated with successful literacy programs are covered in the section on planning literacy campaigns. The section on providing professional development activities for adult education practitioners compares the contributions of providers, associations, and universities in various regions of the world. Examples of collaborative efforts that have been established in Europe, Canada, and Australia are provided. Each section includes implications for practitioners in the United States. Appendixes list journals with articles on adult education, methods of comparative analysis, and promising sources of comparative social indicators. (SK)

ED 290 932 CE 049 635

Gordus, Jeanne Prial; And Others
Preventing Obsolescence through Retraining: Contexts, Policies, and Programs. Information Series No. 322.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 69p.
CONTRACT- 400-84-0011
AVAILABLE FROM- National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN322--$7.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; Business Cycles; Career Education; *Corporate Education; Demonstration Programs; *Dislocated Workers; Employment Potential; *Inplant Programs; Job Search Methods; Job Skills; *Retraining; *Skill Obsolescence; *Structural Unemployment; *Technological Advancement
This report addresses the degree to which retraining has met the challenge of ensuring that the American work force has adequate skills to cope with the changing world of work. Chapter 1 sketches economic, social, and technological changes that help explain why the current reactive approach needs to be more active. In chapter 2, the extensiveness of permanent job loss is discussed with particular emphasis on the correlates of prolonged unemployment--lower levels of education and training. Chapter 3 reviews data relevant to the retraining initiatives begun under the Job Training Partnership Act. Chapter 4 deals with the skills and capacities that employers regard as essential now and in the future to allow their employees to maintain and increase productivity and thereby prevent obsolescence. Chapter 5 investigates efforts of employers and institutions to remedy the situation, in terms of educational and training programs and learning opportunities made available to employees. The final chapter summarizes results and discusses critical issues that require attention. Specific suggestions are provided for desirable features of retraining programs and desirable aspects of organizational development. (SK)

ED 290 933 CE 049 636

Hoyt, Kenneth B.; Shylo, Karen R.
Career Education in Transition: Trends and Implications for the Future. Information Series No. 323.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 77p.
CONTRACT- 400-84-0011
AVAILABLE FROM- National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN323--$7.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Career Awareness; Career Development; *Career Education; Career Exploration; Case Studies; Change Strategies; Cooperative Planning; Cooperative Programs; *Educational Change; Educational Cooperation; *Educational Trends; Fused Curriculum; *Futures (of Society); Models; Program Content; *Program Development; Program Implementation; *Program Improvement; Relevance (Education); State of the Art Reviews; Statewide Planning; Trend Analysis
IDENTIFIERS- *Career Education Incentive Act 1977; Ohio
This document examines what has happened to career education since the 1981 repeal of the Career Education Incentive Act and where it appears to be going in the future. In his monograph "Trends in Career Education: Implications for the Future," Kenneth B. Hoyt examines past, present, and future trends in the field from the perspective of seven components of career education. These components are as follows: promoting and implementing partnerships between the private sector and public education system; equipping persons with general employability, adaptability, and promotability skills; helping persons in career awareness, exploration, and decision-making activities; reforming education by infusing a careers emphasis in classrooms; making work a meaningful part of a total life-style; relating education and work so that better choices of both can be made; and reducing bias and stereotyping, thereby protecting freedom of career choice. Karen R. Shylo's monograph, "Effective Leadership Strategies for a Successful Career Development Program: A Case Study," examines the way in which Ohio implemented its career development program in the 1980s by following a nine-step implementation strategy that was designed to maintain career education as a viable program. The program is examined in terms of the following implementation strategies: develop a rationale for the program, get support from the top, design the program as part of a larger human resource system, target the managers, bolster the basics, make sure the power to head the program is at hand, develop a variety of delivery systems, support the program with organizational policy, and evaluate the program and promote its outcomes. (SK)

ED 290 934 CE 049 637

Burge, Penny L.
Career Development of Single Parents. Information Series No. 324.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 47p.
CONTRACT- 400-84-0081
AVAILABLE FROM- National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN324--$5.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adolescents; Basic Skills; *Career Development; *Displaced Homemakers; Dropout Prevention; Educational Needs; Employment Problems; Family Life; *Fatherless Family; Fathers; Information Networks; Job Training; *Motherless Family; Nontraditional Occupations; *One Parent Family; Parenthood Education; Poverty; Prevocational Education; Self Concept; Sex Role
The number of single-parent families has increased dramatically. These families are subject to extreme economic problems and thus are in special need of career development and vocational preparation. Displaced homemakers are at a disadvantage inasmuch as they must reenter the work force; moreover, they face the additional career development hurdles of an external locus of control and low self-esteem. Adolescent mothers generally face the problems of diminished educational and vocational achievement and limited or no access to child care. Although single-parent fathers generally have a healthier economic status than their female counterparts, they often find their sole child-rearing role conflicting with their work expectations and must often fill social roles for which they have not been prepared. Effective career development programs for these special needs groups need a variety of components, including the following: emotional support, job-seeking skills, basic skills instruction, outreach and recruitment, child care, analysis of the role of gender in occupational choice, self-concept building, skills assessment, challenges of combining work and family roles, nontraditional job skills, and parenthood education. Examples of successful programs that have been tailored to single-parent audiences include high school dropout prevention programs for pregnant teens and teen parents, special programs catering to nontraditional adult students at established educational sites, support and referral networks linking a variety of community agencies and services, and newsletters geared toward single parents. (SK)

ED 290 935 CE 049 638

McCrory, David L.
Technology Education: Industrial Arts in Transition. A Review and Synthesis of the Research, Fourth Edition. Information Series No. 325.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 72p.
CONTRACT- 400-84-0011
AVAILABLE FROM- National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN325--$7.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Educational Philosophy; Educational Research; *Industrial Arts; *Industrial Arts Teachers; Laboratories; Learning Processes; Postsecondary Education; Research Methodology; Research Problems; School Shops; Secondary Education; State of the Art Reviews; Teacher Education; Teaching Methods; *Technology
This monograph presents a compilation and review of selected technology education research literature published from 1980 through 1986. The paper seeks to reflect the breadth and variety of disciplined inquiry during this important period as the profession changed its name and focus from industrial arts to technology education. The review is divided into sections representing major topic categories likely to be of interest to researchers. Major sections are history, philosophy, and objectives; human resources related studies; status studies; curriculum; learning process variables; instructional media, materials, and methods; student personnel and guidance; facilities; evaluation; teacher education; administration and supervision; and professional concerns. Each section ends with a summary and inferences related to the studies included in the section. A concluding section discusses general findings and recommendations. A 21-page listing of references is appended. (SK)

ED 290 936 CE 049 639

Jacobs, Ronald L.

Human Performance Technology: A Systems-Based Field for the Training and Development Profession. Information Series No. 326.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 53p.
CONTRACT- 400-84-0011
AVAILABLE FROM- National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN326--$6.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; *Human Factors Engineering; *Job Performance; Labor Force Development; *Management Systems; Postsecondary Education; Problem Solving; Professional Occupations; Theory Practice Relationship; *Training; Training Objectives
IDENTIFIERS- *Performance Technology

This monograph proposes and describes a systems-based field of study for the training and development (T&D) profession: human performance technology. The first section describes what is meant by a field of study and professional practice and then provides a rationale for the proposal. Section 2 explores training and development in the context of the growth of a new professional specialization. Section 3 presents an overview and description of human performance technology and then proposes a formal goal and definition of the field. In section 4, implications are set forth that should have relevance in two areas related to T&D: professional practice and academic programs. The final section presents 11 propositions that encapsulate the general characteristics of the field. These propositions illustrate that the uniqueness of the T&D profession lies in its role of helping people improve their performance using all aspects of the work environment and systems to make these improvements occur. Conclusions and a 74-item reference list are included. (SK)

ED 290 937 CE 049 641

Adams, Barbara

Listening to You...Listening to Us. Expanding Educational Provision for Unemployed Adults in Birmingham. FEU/REPLAN.

Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-028-8
PUB DATE- 87
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adults; *Curriculum Development; Developed Nations; Disadvantaged; *Employment Potential; Foreign Countries; Job Skills; *Job Training; Needs Assessment; *Program Development; *Unemployment
IDENTIFIERS- England (Birmingham)

This report describes a project that adopted a curriculum development approach to meet the education and training needs of the unemployed and other disadvantaged groups in Birmingham, England. Chapter 1 gives the project's purpose. Chapter 2 sets the project in its context--an outer city area. Chapter 3 describes the processes of analyzing needs and carrying out surveys and searches. Evidence is presented of the extent to which unemployed and other disadvantaged groups were already taking up learning opportunities in adult education. The chapter recounts what was learned from talking to long-term unemployed adults about their first educational experience, employment, unemployment, use of time, and aspirations. Chapter 4 describes the lessons learned from the processes of developing the curriculum through pilot projects. An account of starting up a cross-service (further education-adult education-voluntary sector) staff training and development group is included. Chapter 5 recommends types of provision of education and training. Chapter 6 offers recommendations to policymakers. Five appendixes include the Project Information Bulletin, a case study of a marketing and pilot exercise, a descriptive chart of the pilot schemes or projects, a checklist for practitioners developing an adult curriculum, and a bibliography and reference section. (YLB)

ED 290 938 CE 049 642

Relevance, Flexibility & Competence.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-030-X
PUB DATE- 87
NOTE- 69p.; Document contains colored print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Vocational Education; *Competency Based Education; *Curriculum Design; *Curriculum Development; Developed Nations; Foreign Countries; Postsecondary Education; Program Development; *Program Implementation; *Vocational Education
IDENTIFIERS- United Kingdom

Part 1 of this document suggests a curriculum framework and strategy for vocational education and training provision for youth over age 14 in the United Kingdom. Section 1 describes vocational preparation as a supportive process of education and training necessary to accompany vocational change. Section 2 discusses the aims and themes necessary to make such a framework applicable to a wide-ranging clientele in a context that might demand several changes in vocation in a lifetime. Section 3 explains the composition of the content for the framework, how this content may be defined in terms of outcomes, and how the content could or should be delivered. Section 4 concentrates on the organization and support that should exist in further education to allow effective participation in the provision of vocational preparation. Evaluation and review are the focuses of the final section. Part 2 of this document provides a series of 17 Briefing Notes, which illuminate various aspects of the main text and should be used as an accompanying resource. Topics include the generic nature of the aims of vocational preparation; a common core; vocational preparation options; a competence-based system; relevance, flexibility, and competence; progression in delivery; enterprise education; adult vocational preparation; staff development for vocational preparation tutors and support staff; marketing vocational preparation; equal opportunities; special educational needs; and review and evaluation. (YLB)

DOCUMENT RESUME

ED 290 939 CE 049 643

Dixon, Ken

Implementing Open Learning in Local Authority Institutions. A Guide for Institution Managers and Local Authority Officers. Second Edition.

Further Education Unit, London (England).; Manpower Services Commission, London (England).
REPORT NO.- ISBN-1-85338-039-3
PUB DATE- 87
NOTE- 69p.; Five pages of flowcharts are printed on peach-colored paper. Some colored print is used.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Access to Education; *Distance Education; *Educational Finance; Expenditure per Student; External Degree Programs; Foreign Countries; Higher Education; *Independent Study; Nontraditional Education; *Open Universities; *Program Implementation; *Resource Allocation; Student Costs
IDENTIFIERS- United Kingdom

This guide on implementation of open learning in Great Britain provides information on resourcing, resource deployment, and costing and pricing. It begins by drawing attention to points of importance to those engaged in forming policy on the provision of open learning. These are presented in a series of flowcharts giving quick reference to relevant paragraphs in the text and related entries in the appendixes. The introduction reviews the advantages of open learning and indicates the feasibility of its implementation within present regulations and agreements. The section on open learning and the client sets the context of the guide through a brief overview of the nature of open learning and the types of provision involved. It reviews a range of aspects of learner-centered provision and indicates the role change for institutions and staffs when open learning is implemented. The section on resourcing examines the funding of open learning provision and considers how it might be funded. It identifies opportunities for the generation of income and deals with the measurement of work volume in open learning. The section on resource deployment considers establishment of academic staff workloads, the role of support staff, and review of facility usage and equipment requirements. The section on costing and pricing examines the importance of cost information and reviews pricing criteria. A summary lists recommendations. Fifteen appendixes give examples and references that support or amplify the text. (YLB)

ED 290 940 CE 049 644

Anxious To Work. Proposals for Improving Guidance and Course Provision for Unemployed Adults. FEU/REPLAN.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-035-0
PUB DATE- 87
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Counseling; *Adult Programs; Adults; *Career Counseling; Curriculum Development; Foreign Countries; Information Networks; Interviews; *Models; *Networks; Occupational Information; Staff Development; *Unemployment; Vocational Education
IDENTIFIERS- United Kingdom
A project was designed to define the extent of the courses and programs available to unemployed adults and to investigate the problems involved in maintaining an up-to-date information, guidance, and counseling service in the United Kingdom. Interviews were conducted with 100 unemployed adults in Nottingham, England. Information was sought on interviewees' past and present use of education and training, awareness of local provision, employment history and aspirations, and attitudes toward education, guidance facilities, and information about them. Agencies and organizations closely associated with unemployed adults and employers were also surveyed. Recommendations were made for setting up an information, guidance, and counseling network. A central coordinating unit was suggested to serve as a focal point for a citywide network of agencies offering support to the unemployed. After the need for a collaborative multiagency network was identified, the project instigated several pilot initiatives, including a directory of agencies, using the media, information pack, informal agencies forum, and collaborative outreach. A model of a citywide information and guidance network was proposed. Suggestions were also made for associated curriculum and staff development. (Appendixes include a bibliography, interview schedule, and staff development checklist.) (YLB)

ED 290 941 CE 049 645

Haidacher, Richard C.; And Others
Consumer Demand for Dairy Products. A Summary Analysis. Agriculture Information Bulletin Number 537.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Mar 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Production; Agriculture; *Cost Indexes; Costs; Dairy Farmers; Economic Change; Expenditures
IDENTIFIERS- *Consumption; *Dairy Products
This study analyzes the 1980s upturn in per capita consumption of dairy products in the United States. The study found that per capita consumption of total dairy products in the United States first trended downward then stagnated for the two decades prior to the early 1980s. Per capita consumption of items such as whole milk declined, whereas items such as lowfat milk and cheese tended to move upward. In the 1980s, per capita consumption of items such as lowfat milk and cheese increased at rates that more than offset decreases in other products, leading to an increase in the overall average consumption of dairy products. Despite a slowdown in the U.S. population growth rate, per capita consumption increased enough during the 1980s to generate the sharpest prolonged increase in total consumption of all dairy products at the national level in decades. Rising consumer incomes and declining prices for dairy products relative to other foods caused most of the 2 percent average annual increase in per capita consumption and the 3 percent increase in total consumption posted from 1983 through 1986. Advertising, concern about health and nutrition, changes in demographics, and government donations also affected consumption. However, these influences were small for most dairy products compared with the effects of changes in relative prices and consumer incomes. (Author/KC)

ED 290 942 CE 049 648

Clauson, Annette L.; Hoff, Frederic L.
Structural and Financial Characteristics of U.S. Sugar Beet Farms. Agricultural Economic Report Number 584.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Feb 88
NOTE- 68p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Adults; *Agricultural Education; *Agricultural Production; *Agricultural Trends; Agriculture; Cost Estimates; *Costs; Federal Legislation
IDENTIFIERS- *Sugar Beets
This report analyzes production and financial characteristics of sugar beet producers in seven regions. Section 1 examines the structural characteristics of U.S. sugar beet producers. Sugar beet production; land use, tenure, irrigation, and livestock enterprises are considered. Section 2 discusses production costs, including cost estimates, production efficiency estimates, and economies of size. Section 3 provides information on financial characteristics. Data are presented on sales class distributions, total cash income, and net worth. Section 4 briefly addresses sugar legislation and the farm firm. Discussions in the final section present structural and financial characteristics of sugar beet operators in each of the seven surveyed production regions: Michigan and Ohio; Minnesota and Eastern North Dakota; Colorado, Nebraska, and Southeastern Wyoming; Montana, Northwestern Wyoming, and Northwestern North Dakota; Eastern Idaho; Western Idaho and Oregon; and California. The report includes 40 tables and 20 figures. (YLB)

ED 290 943 CE 049 649

Dismukes, Robert
U.S. Rice Farms. A Regional Comparison. Staff Report No. AGES880119.
Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.

PUB DATE- Feb 88
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- *Agricultural Production; Agriculture; *Cost Effectiveness; *Farm Management; *Grains (Food); *Income
IDENTIFIERS- *Rice

U.S. farms growing rice varied considerably among seven rice-growing regions, according to the 1984 Farm Costs and Returns Survey. This report (which includes 28 data tables) summarizes and compares the production practices and costs of production of United States rice farms. Costs per acre of rice were greatest in California and on the Lower Coast of Texas. Rice growers in Northeast Arkansas and the Mississippi River Delta received the most favorable returns from rice. Returns were least favorable on the Lower Coast of Texas. (Author/KC)

ED 290 944 CE 049 651

Liapis, Peter S.
Economic Analysis of Grain Production in France. Staff Report No. AGES880202.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Mar 88
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Agricultural Production; *Competition; *Cost Effectiveness; Economics; Foreign Countries; *Grains (Food)
IDENTIFIERS- *European Community; *France; United States
A study analyzed grain production in France, the major grain producer in the European Community and one of the leading producers in the world. France is also a major grain exporter and thus competes with the United States in world markets. The United States is pursuing a policy of lower world prices to regain market share. Large grain surpluses in the European Community have resulted in increased budget expenditures to support grain farmers and pressures to lower prices. The study tried to determine the implications of lower prices on French grain production. The results suggest that the French grain area is price elastic. However, supply response also depends upon yield, which is not sensitive to changes in output prices in the short run. French products receive preferential treatment within European Community markets, and their exports to nonmember countries are subsidized, enabling France to increase exports and market share. French competitiveness has also been enhanced by technological improvements, relatively high and stable prices, and structural change. (Author/KC)

ED 290 945 CE 049 652

Huang, Wen-Yuan; And Others
Land Use and Soil Erosion. A National Linear Programming Model. Technical Bulletin Number 1742.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Feb 88
NOTE- 39p.; Document contains colored print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (stock no. 001-019-00567-0).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; *Costs; Federal Aid; *Land Use; *Linear Programing; Models; *Soil Conservation
This technical bulletin documents a model, the Natural Resource Linear Programming (NRLP) model, capable of measuring the effects of land use restrictions imposed as conservation measures. The primary use for the model is to examine the government expenditures required to compensate farmers for retiring potentially erodible private cropland. The model and its uses are introduced, and the design of the base model is then described. The mathematical formulation representing the base model is then specified. Land base data used in the base model are presented, and the derivation of coefficients used in the base model are later described. Results of a base run solution are presented. The bulletin concludes with a discussion of the system's potential applications such as analysis of cropland retirement programs, optional conservation-tillage practices, and integration of soil conservation programs with commodity programs. (YLB)

ED 290 946 CE 049 654

World Indices of Agricultural and Food Production, 1977-86.
Statistical Bulletin Number 759.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Mar 88
NOTE- 313p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Agricultural Production; *Cost Indexes; Developed Nations; Developing Nations; *Food; Foreign Countries
IDENTIFIERS- Africa; Asia; Europe; Oceania; Western Hemisphere

World food production reached a record high in 1986, exceeding 1985's record by about 1 percent, despite declining food output in Latin America, the United States, Western Europe, and Oceania. World food production generally increased faster than population from 1977 to 1986. Production of agricultural commodities increased at an annual compound rate of about 2.3 percent, but only 0.7 percent on a per capita basis. This report contains 151 indexes of total and per capita agricultural and food production for 1977-86 for 111 countries, 12 regions, and the world. The indexes are calculated using a Laspeyres base-weighted aggregate formula. The data for the reports were obtained primarily from the official statistics of foreign governments. Other sources include commodity reports from the Food and Agriculture Organization and the United States Department of Agriculture's Foreign Agricultural Service and Economic Research Service. (Author/KC)

ED 290 947 CE 049 656

Ash, Mark; And Others
Selected Characteristics of the U.S. Feed Manufacturing Industry, 1984. Staff Report No. AGES880121.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Mar 88
NOTE- 94p.
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Education; Agricultural Production; Agricultural Supplies; Agricultural Supply Occupations; Crop Processing Occupations; *Feed Industry; Field Crops; *Grains (Food); *Manufacturing Industry; *Off Farm Agricultural Occupations
This report summarizes some selected characteristics of the feed manufacturing industry based on the results of a mail survey of U.S. feed manufacturing establishments to obtain information about structural characteristics of the industry in 1984. These characteristics are compared with those reported earlier from the 1975 survey to provide insights about structural changes in the industry between 1975 and 1984. One section discusses structural characteristics that apply to all formula feed production, including number of feed mills and location, size of operation, ownership structure, methods of distribution, and transportation. The next section discusses specific characteristics of formula feed production, including primary and secondary production, type of livestock feed, kinds of primary feed, form of feed, and feed ingredients used to manufacture primary feed. Labor productivity is briefly covered in the final section. Appendix tables 1-16 contain comparative statistics at the regional level. Tables 17-53 cover state details for the 1984 survey. (YLB)

ED 290 948 CE 049 662

Campbell, Paul B.
High School Vocational Training. Contractor Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-322c
PUB DATE- Feb 87
NOTE- 73p.
CONTRACT- 300-84-0196
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Aspiration; Academic Education; Blacks; Career Choice; *Employment Level; Enrollment; Females; *High School Graduates; High Schools; Hispanic Americans; Males; Minority Groups; Occupational Aspiration; *Outcomes of Education; Postsecondary Education; *Racial Factors; Sex Discrimination; Socioeconomic Status; *Student Characteristics; *Vocational Education; Whites
IDENTIFIERS- *High School and Beyond (NCES)
The overall objective of this study was to assess the short-term economic advantages that accrue to young people as a result of vocational training. Using the High School and Beyond data base, specifically--sophomore cohort data--a study created 21 tables that show (1) relationships between the primary variables of race, gender, and socioeconomic status and level of participation in vocational education or the selection of a vocational education specialty; (2) whether the primary variables affect the amount and kind of post-high school vocational training and credentialling; and (3) whether there were similar relationships with labor market outcomes. Some of the findings of the study were that race/ethnicity did not appear to be a major factor in level of participation or in selection into the vocational specialties; however, race/ethnicity was associated with the kinds of certificates and licenses earned after high school. Race/ethnicity was related to wages in an unexpected way--Hispanics held the highest hourly wage rates. Gender was a major factor in the level of participation in vocational education in the high school and in the selection of vocational specialty. Women worked fewer hours and received lower rates of pay than men. Students from lower socioeconomic levels were more likely to follow a vocational curriculum. The research was not considered complete but could be used as raw data for further study of the correlations. (Two tables are appended to this report.) (KC)

ED 290 949 CE 049 664

Bucy, Harriet H.
Effective Guest Speakers and Tour Activities...Perfecting the Partnership.
South Carolina State Dept. of Education, Columbia. Div. of Public Accountability.
PUB DATE- 87
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Class Activities; *Classroom Techniques; Educational Planning; Education Work Relationship; *Field Trips; Postsecondary Education; Program Development; *School Business Relationship; Secondary Education; *Speech Communication
IDENTIFIERS- *Guest Speakers; *South Carolina
This guide is intended to help school personnel, as well as community and private sector providers, make the most effective use of tours and guest speakers. The booklet offers a step-by-step guide to (1) designing a meaningful experience for students; (2) assuring the teacher of a successful and well-organized activity; and (3) giving the provider confidence and a sense of success and satisfaction. The booklet is divided into three major components. Part I deals with the Education Improvement Act in South Carolina and its importance in private sector/parent involvement. Part II defines seven areas of improved approaches for successful activities (locating resources, contacting community resources, preparing students, preparing the classroom or other arrangements, documenting guest presentations, providing recognition and appreciation, and carrying out evaluation and feedback). These suggestions are designed for use by teachers, administrators, and partnership coordinators. Part III assists the speaker or tour provider with ways of ensuring greater success and more effective contributions of time and energy. Sample evaluation forms are provided in appendixes to the guide. (KC)

ED 290 950 CE 049 671

Automated Bookkeeping Curriculum.
Chinatown Manpower Project, Inc., New York, NY.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 121p.
GRANT- G008100858
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Bilingual Education; *Bookkeeping; *Chinese Americans; Clerical Occupations; Computer Oriented Programs; Course Content; Curriculum Guides; Educational Resources; *Employment Potential; *English (Second Language); *Job Skills; Limited English Speaking; Office Occupations Education; Postsecondary Education; Second Language Instruction; *Typewriting; Vocational Education; Vocational Followup

This document describes a project that provides full-time training in automated bookkeeping as well as job-specific English as a second language (ESL) to adults whose first language is Chinese. The project includes a component that develops the trainees' language proficiency in business communications while emphasizing their understanding of American culture and the world of work. The daily class schedule is organized into eight 45-minute class periods: three periods of job-skills instruction, three periods of job-related ESL instruction, one period of group counseling/employability instruction, and one period of special activities such as individual counseling, tutoring, typing practice, and homework. The curriculum of the automated bookkeeping course is divided into five parts: objectives, course outline, instructional methods and techniques, materials and resources, and evaluation of trainees. Thirteen appendixes, making up the major part of the curriculum guide, cover the following: bibliographies of materials and reference books; sample instructional unit plans; program intake form; Bilingual Vocational Oral Proficiency Test, Form A; individual counseling and employability development record; trainee competency development record; job placement information; trainee employment status report; follow-up survey of former program participants; and employer follow-up questionnaire. (KC)

ED 290 951 CE 049 672

Data Entry Curriculum.
Chinatown Manpower Project, Inc., New York, NY.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 121p.
GRANT- G008100858
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Bilingual Education; *Chinese Americans; Clerical Occupations; Computer Oriented Programs; Course Content; Curriculum Guides; *Data Processing; Educational Resources; *Employment Potential; *English (Second Language); *Job Skills; Office Occupations Education; Postsecondary Education; Second Language Instruction; Typewriting; Vocational Education; Vocational Followup; *Word Processing

This document describes a project that provides full-time training in the microcomputing area of data entry/word processing as well as job-specific English as a second language (ESL) to adults whose first language is Chinese. The project includes a component that develops the trainees' language proficiency in business communications while emphasizing their understanding of American culture and the world of work. The daily class schedule is organized into eight 45-minute class periods: three periods of job-skills instruction, three periods of job-related ESL instruction, one period of group counseling/employability instruction, and one period of special activities such as individual counseling, tutoring, typing practice, and homework. The curriculum of the data entry course is divided into five parts: objectives, course outline, instructional methods and techniques, materials and resources, and testing materials and evaluation of trainees. Thirteen appendixes, making up the major part of the curriculum guide, cover the following: bibliographies of materials and reference books; sample instructional unit plans; program intake form; Bilingual Vocational Oral Proficiency Test, Form A; individual counseling and employability development record; trainee competency development record; job placement information; trainee employment status report; follow-up survey of former program participants; and employer follow-up questionnaire. (KC)

ED 290 952 CE 049 674

Jackson-Mayer, Sheila; And Others
Strategies for Success. A Study on ABE Student Retention.
Coastal Carolina Community Coll., Jacksonville, NC.
SPONS. AGENCY- North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE- Aug 87
NOTE- 133p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Persistence; *Adult Basic Education; *Adult Dropouts; *Dropout Prevention; Dropout Programs; *School Holding Power; *Student Attrition
IDENTIFIERS- 310 Project

This handbook is intended as a practical guide for adult basic education (ABE) directors, counselors, and faculty in an effort to increase ABE student retention. Following a literature review and description of the research problem, part I contains data obtained from the four major surveys administered during a project that investigated the causes of ABE student attrition and implemented intervention strategies for increasing the retention of these students. Part II presents a number of strategies for retaining ABE students that were implemented during the project. These include student contact (excessive absence referral list, student consultations, no-show interviews, partial dropout consultations, incoming student consultations), special project (schedule change, spring quarter mini-survey), networking activities (instructor interaction, human service agency interaction), and other activities (car pool, orientation, reception, newsletter, volunteer tutors, "May Countdown"). Other contents are a theoretical model of strategies for success, implications, recommended retention strategies, and an annotated bibliography. Seven appendixes include job descriptions, survey instruments, forms and letters, enrollment figures, and special projects materials. (YLB)

ED 290 953 CE 049 677

Buckner, Jamie
Vocational Guidance Model for Rural Schools.
PUB DATE- 6 Dec 87
NOTE- 45p.; Paper presented at the Annual Meeting of the American Vocational Association Convention (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; Career Choice; Career Education; *Career Exploration; *Career Guidance; Community Resources; Educational Resources; Education Work Relationship; High Schools; *High School Seniors; Job Training; Models; Noncollege Bound Students; Postsecondary Education; *Rural Schools; *School Guidance; Student Motivation; Workshops
IDENTIFIERS- Alaska
This vocational guidance model is designed to help new rural counselors, itinerant counselors, or teacher/advisors provide rural Alaskan high school seniors with a series of career and vocational experiences designed to facilitate the transition from high school to a job or to postsecondary training. The model is organized in four phases. In the first phase, steps counselors/teachers should take to start a program before the school year begins are outlined. Phase II presents ideas for helping students explore careers; Phase III enables counselors/teachers to help students examine the options available for training after high school. The final phase suggests methods for student follow-up and building community support. Worksheets for career exploration activities and materials for determining postsecondary training options are included in the model. (KC)

DOCUMENT RESUME

ED 290 954 CE 049 678

Pucel, David J.; And Others
Visions for Change. The Context and Characteristics of Postsecondary Vocational Education Curriculum in the Year 2000: Implications for Policy.
Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.
SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.
PUB DATE- Feb 88
NOTE- 28p.; For a related document, see ED 288 086.
AVAILABLE FROM- Minnesota Research and Development Center for Vocational Education, University of Minnesota, 1954 Buford Avenue, St. Paul, MN 55108 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Demography; *Educational Change; Educational Improvement; *Educational Policy; Educational Practices; *Educational Trends; *Futures (of Society); *Policy Formation; Postsecondary Education; Technological Advancement; *Vocational Education

The purpose of a study was to develop a vision of the postsecondary vocational technical curriculum that would be appropriate for the social context anticipated in the year 2000. It was based on the premise that the curriculum is likely to be shaped by a number of groups of decision makers and will most likely include elements upon which those groups agree. The study developed assumptions about the future social context of postsecondary vocational education. A list of characteristics that can be manipulated to adapt the future curriculum was drawn up and organized in 10 categories (program needs assessment, program access, articulation among programs and institutions, program purpose, content identification, evaluation of student learning, program format, lesson structuring, learning resources, and program evaluation). Finally, a scenario of the probable future was developed, based on similarities and differences in the perceptions of the curriculum among key decision-making groups who will influence curricular change. (KC)

ED 290 955 CE 049 679

Sakiyama, Narumi
Country Paper--Japan (Employers').
PUB DATE- May 87
NOTE- 10p.; Paper presented at the Regional Workshop on Technical/Vocational Teacher Training (Chiba City, Japan, May 11-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Continuing Education; Educational Change; *Educational History; *Educational Needs; *Educational Trends; Education Work Relationship; Employment Practices; Foreign Countries; Futures (of Society); *Industrial Training; Labor Needs; *On the Job Training; Postsecondary Education; School Business Relationship; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Japan
Japanese industrialization started later than in other countries and thus relied at first on foreign-trained persons. Soon, however, Japanese companies began systems of in-house training for their employees. Eventually, some companies paid tuition for their employees to attend night schools at educational institutions and even to study abroad. After World War II, increasing democratization led to a rise in labor unions and the beginning of such employment practices as lifetime commitment, seniority pay, recruitment of school leavers, internal promotion, and job rotation. The Korean War increased investment for industrial production as well as the need for skilled workers. Employers and educational institutions stepped up training efforts. These efforts contributed to the growth of the Japanese economy until the first oil crisis of 1973, when emphasis was shifted toward labor-management cooperation and energy conservation. Today, industrial and employment structures are changing rapidly due to technological advances, increased services, and internationalization. To date, in-house training has emphasized training workers for immediate use. Although this approach will still be needed, education that passes along the drive of corporate expertise is also necessary. The need for continuing education necessitates joint industry-education efforts and improved community-level facilities. (KC)

ED 290 956 CE 049 681

Whitesel, Russ
Background Information on Adult Illiteracy. Employment Disincentives Memo No. 4.
Wisconsin State Legislative Council, Madison.
PUB DATE- 11 Dec 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Programs; *Federal Programs; High School Equivalency Programs; *Illiteracy; *Literacy Education; Program Descriptions; *State Programs
IDENTIFIERS- *Wisconsin
This memo is designed to assist Wisconsin's Special Committee on Employment Disincentives in reviewing the issue of adult illiteracy. Section A provides information on the extent of illiteracy in the United States. Section B discusses selected literacy programs at the federal, state, and local levels. Results are provided of a study of federal activities that address the problem of illiteracy among the nation's adult population, including 79 literacy-related programs administered by 14 federal agencies. Next are described those state education and training programs administered by the Vocational, Technical, and Adult Education (VTAE) System; the Department of Health and Social Services (DHSS); and the Department of Industry, Labor, and Human Relations (DILHR) that have a primary focus on adult illiteracy. VTAE system programs include general educational development, adult basic education, goal-oriented adult learning, adult high school, and English as a second language. DHSS programs include the Wisconsin Employment Opportunities Program. DILHR administration of the Federal Job Training Partnership Act in the state is also discussed. A brief section on the private sector mentions Project Literacy U.S., Laubach Literacy Action, and Literacy Volunteers of America. (YLB)

ED 290 957 CE 049 682

Edwards, Peter; Gould, Warren
New Directions in Apprentice Selection: Self-Perceived "On the Job" Literacy (Reading) Demands of Apprentices.
PUB DATE- Dec 87
NOTE- 21p.; Paper presented at the Joint Conference of the Australian Association for Research in Education/New Zealand Association for Research in Education (Christchurch, New Zealand, December 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; Educational Research; *Electrical Occupations; Electromechanical Technology; Foreign Countries; *Job Skills; Literacy; Postsecondary Education; *Reading Skills; Student Attitudes
IDENTIFIERS- Australia; *Job Related Reading
A study investigated the self-perceived, on-the-job literacy tasks of electrical mechanic apprentices in Victoria, Australia. A random sample of 401 apprentices from 19 locations representing all levels of apprenticeship training were questioned about their reading needs and the consequences of making a reading error in their work. Data were processed and analyzed using the Lotus 1-2-3 IBM computer program. The apprentices stated that they were mainly involved with reading nonprose materials, especially warnings, electrical wiring/circuit diagrams, and job sheets for their on-the-job needs. The consequences of making a reading error that was work-related were felt to involve mainly wasting time and materials, having to redo the job, and inconveniencing people. Results indicated that apprentice training institutions should give greater emphasis to the development of skimming and scanning skills in reading as well as extended practice in processing and understanding a variety of graphical materials that apprentices encounter in their work. (YLB)

ED 290 958 CE 049 704

Collaborative Partnerships in Maryland To Reduce Adult Illiteracy.
National Inst. for Work and Learning, Washington, D.C.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore. Div. of Instruction.
REPORT NO.- ISBN-0-86510-058-6
PUB DATE- 87
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Case Studies; Cooperative Planning; *Cooperative Programs; Educational Needs; Educational Practices; Employer Attitudes; English (Second Language); High School Equivalency Programs; Instructor Coordinators; *Literacy Education; Models; Needs Assessment; *Program Development; *School Business Relationship; *Statewide Planning; Teacher Attitudes
IDENTIFIERS- 310 Project; *Maryland

A study examined existing collaborative activities between private or public employers and adult basic education (ABE), general educational development (GED), and English as a second language (ESL) programs in Maryland's 24 local education agencies. Information was gathered directly from 16 ABE administrators (including 4 community college administrators and 1 prison education coordinator), 5 community-based organizations and literacy networks, and 9 employers. The information gathered indicated that collaborative partnerships can be beneficial to public and private sector organizations alike. One apparent major impediment to the expansion of current partnerships is that employers are often unaware of literacy education needs in their current work force and among individuals likely to become future members of their work force. The fact that ABE programs often lack the staff and financial resources needed to disseminate information about the availability and benefits of adult literacy and specialized training courses imposes a further obstacle to the expansion of partnerships. These obstacles can be overcome by (1) establishing a broadly based advisory committee, (2) developing employer interest in literacy, (3) expanding initial contacts with employers, (4) encouraging employer involvement through internal and external activities, and (5) doing more in the way of assessing the results of collaboration. (Appendixes include summaries of major pieces of federal legislation supporting adult literacy programs, the survey instrument, the study contract, a brochure on adult literacy programs in Maryland, and the names and addresses of employers and organizations involved in adult literacy education.) (MN)

ED 290 959 CE 049 705

Baty, Tom; Inocelda, Dominic
Adult Education Support Services Program at Susannah Wesley Community Center. Final Report.
Susannah Wesley Community Center, Honolulu, HI.
SPONS. AGENCY- Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
PUB DATE- Jul 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Competency Based Education; *Dropout Prevention; English (Second Language); Enrollment Rate; High School Equivalency Programs; *Immigrants; *Outreach Programs; *Student Recruitment; Workshops
IDENTIFIERS- 310 Project

A project was undertaken to provide an educational support program for adult basic education (ABE) classes by using educational outreach workers to help immigrant and other local residents in Hawaii acquire basic skills. The project goals were to (1) identify and recruit at least 250 adults in need of ABE; (2) develop an outreach strategy to enroll 50 percent of the adults recruited into ABE classes; (3) promote completion of classes for 50 percent of the students referred for educational support and follow-up; and (4) provide a minimum of three educational workshops to enhance basic skills and knowledge of the community. Three educational outreach workers were hired for the project. Care was taken to hire individuals who would be sensitive to the special needs and problems of the target population, able to work with a multicultural target population, and familiar with educational systems. The program was specifically concerned with recruiting students into the ABE/English-as-a-second-language, naturalization, general educational development (GED), and competency-based education (CBE) classes offered by the local community school. Of the 296 students who were recruited, 180 attended class for at least 1 day or more. Despite the aggressive outreach and supportive services provided, the project's completion rate was not as high as had been hoped. The completion rate for classes not requiring a final grade or a final test was 90 of 146 (61.6 percent), and the completion rate for students referred to GED and CBE was 68 of 257 (26.4 percent). This resulted in an overall completion rate of 27.1 percent. Five workshops, two more than had been projected, were presented to provide students with self-help information about their community and the resources available to them. (MN)

ED 290 960 CE 049 706

Whitson, Donna L.
ICLIS--A Model for Empowering the Rural Adult Learner.
PUB DATE- 22 Oct 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Cooperative Planning; Information Networks; Linking Agents; Microcomputers; *Models; Regional Cooperation; *Regional Planning; Rural Areas; *Rural Education; *Self Actualization; *Shared Resources and Services; Teleconferencing
IDENTIFIERS- *Empowerment; Wyoming
The Intermountain Community Learning and Information Services (ICLIS) worked for 18 months to develop a model program to meet the educational and informational needs of rural adults by combining traditional methods and innovative technologies. The model consists of five concentric rings around a rural population circle with three additional circles connected from the outside. At the center of the matrix is the rural population. The next ring represents the ICLIS and Community Information Specialists located in the local public library of the project's two pilot sites (both located in Wyoming). The information specialists function as the brokers and channels through which needs and information flow between the inner and outer circles. The next ring to the community resources consists of the Wyoming Project Office (which is responsible for planning, development, fiscal, and management operations) and the project advisory group (13 representatives of resources and agencies throughout the state who are essentially responsible for connecting the next ring of external entities to the inner rings and target audience). The next two rings represent the major resource areas or links to those resources that are located inside and outside Wyoming. The outer ring represents interstate linkages within the project as well as the three other states participating in the project (Colorado, Montana, and Utah). ICLIS has already managed to further the educational opportunities for rural adults by establishing a microcomputer network, providing public access to library-based microcomputers, installing audioconferencing facilities, and offering two teleconferencing courses. An online interactive information exchange system is also being developed. (MN)

ED 290 961 CE 049 708

Diehl, Grover E.; And Others
Effectiveness of Home Study.
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- May 87
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Accreditation (Institutions); *Adult Education; Case Studies; College Credits; Comparative Analysis; *Educational Attitudes; *Home Study; *Independent Study; *Instructional Effectiveness; Military Training; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Public Opinion; Public Service; State of the Art Reviews

Home study has enjoyed a slow but steady growth in popularity and acceptance. The growth of independent home study may be attributed to both the realities of the present educational environment and the consistently positive results of the home study method. At least one researcher has suggested that the initially slow growth of home study may have been due to institutionalized inertia by traditional educators. In recent years, however, such factors as the reexamination of traditional educational methods, concerns over increasing costs, and recognition of the need for the education and training of persons living in areas that are remote from school and campus sites and for persons who have already entered the work force, have made home study more attractive as an educational option. In the United States and abroad, increasing numbers of educators, government and military leaders, and business managers are coming to appreciate the flexibility, adaptability, effectiveness, and economy afforded by home study. It is estimated that more than 150 external degree programs are currently being offered by universities and state associations in the United States. Distance education programs have even been established at the doctoral level. Both Australia and New Zealand have been actively pursuing home study programs, and West Germany has established a central office for monitoring correspondence education throughout the country. In Asia, Africa, and the Americas, home study has been accepted by a broad array of countries, ranging from the most developed to nations that are just now developing. (MN)

ED 290 962 CE 049 711

Yeo, Gwen; Tully, Donna
Model Geriatric Clerkship for Physician Assistant Students: The Continuum of Elder Care. Manual for Physician Assistant Programs.
Stanford Univ., Calif. School of Medicine.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 87
NOTE- 216p.
CONTRACT- 240-85-0056
AVAILABLE FROM- Stanford Geriatric Education Center, 703 Welch Road, Suite H-1, Stanford, CA 94305-0151 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Clinical Experience; Communication Skills; Counseling Services; Diseases; Family Counseling; Federal Legislation; *Geriatrics; Health Programs; Health Services; *Internship Programs; Learning Activities; Lesson Plans; *Medical Services; Models; *Older Adults; *Physicians Assistants; Postsecondary Education; Pretests Posttests; Preventive Medicine; Residential Care
IDENTIFIERS- *Continuum Models
This manual is intended to acquaint the faculty of physician assistant (PA) training programs with a model geriatric clerkship and to assist them in the process in implementing a similar clerkship. A detailed outline of the curriculum goals of a geriatric clerkship is included. The next section contains curriculum units on the following topics: communication skills, evaluation of health status, management of common health problems in noninstitutional elderly persons, health promotion/disease prevention, family and elder counseling, and long-term care issues. Suggested criteria for establishing a clerkship are enumerated. The following implementation steps are discussed: obtaining administrative support; adapting the model clerkship to the individual clerkship structure of a given program; implementing a preclerkship geriatric curriculum; generating faculty support for the clerkship plan; locating, selecting, and negotiating with appropriate training sites; selecting clinic preceptors and providing faculty development as necessary; selecting or developing written and audiovisual training materials and evaluation forms; developing a learning experience schedule; recruiting and scheduling individual students; following students and evaluating their progress; and evaluating the clerkship program. (Ten appendixes include an annotated bibliography on the role of PAs in geriatric medicine, an abstract of Medicare provisions for reimbursement of PAs, lists of geriatric care centers, bibliographies of materials of geriatrics, lists of facilities providing geriatric care, and answers to the postassessment test.) (MN)

ED 290 963 CE 049 712

Knox, David, Ed.; Weeks, Sheldon, Ed.
Learning from China. The 1987 Educational Research Study Tour to the Peoples Republic of China: June 12 to July 4, 1987. Educational Research Unit Special Paper #4.
Papua New Guinea Univ., Port Moresby. Educational Research Unit.
PUB DATE- Sep 87
NOTE- 84p.
AVAILABLE FROM- Educational Research Unit, University of Papua New Guinea, P O. Box 320, University, PNG (K1.75 plus 25% postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Distance Education; *Educational Change; Educational Objectives; Educational Philosophy; Educational Policy; *Educational Practices; *Educational Research; *Educational Trends; Elementary Secondary Education; Females; Foreign Countries; Independent Study; Minority Groups; *Nonformal Education; Program Content; Program Development; *Vocational Education
IDENTIFIERS- *China
This collection, which is a product of a 23-day study tour of China, focuses on educational research and changing educational objectives and practices against the background of the changes that have occurred in the country since the Cultural Revolution of 1976. Sheldon Weeks' introduction to the collection explains how the study tour came about, and Philip Kerema presents a chronology of the tour. The following papers are included: "Educational Research in China," by Sheldon Weeks; "Primary Schooling," by John Khambu and David Knox; "Vocationalization of Secondary Education," by Pani Tawaiyole; "Tertiary Education for National Minorities," by Tom Seta; "Non-Formal and Adult Education," by Ephraim Apelis; "Language Use in China," by Willie Jonduo; "Learning from the Environment," by David Knox; and "Problems of Papua New Guinean Students in China," by Philip Kerema. (MN)

ED 290 964 CG 020 496

Sandeen, Arthur
Student Affairs: Issues, Problems and Trends.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 88
NOTE- 34p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Role; *Administrators; *College Programs; *Futures (of Society); Higher Education; *Student Personnel Services; *Student Personnel Workers; *Student Welfare
This information analysis presents descriptions of some of the major current issues in student services at various types of institutions of higher education. Issues are categorized as institution-based, student-oriented, and profession-based. Institution-based issues examined include excellence and access, enrollment management, academic support services, student financial assistance, learning and physical disabilities, legal and liability concerns, substance abuse education, child care, counseling and career development, health concerns, residential life and student activities, and recreation and athletics. Student-oriented issues discussed include stress in the academic environment, the emphasis placed on job preparation, special needs of minority students, part-time students and adult learners, and student attitudes and values. Profession-based issues are considered in the areas of professional preparation of student services personnel, staff development, and accreditation. Following each issue is a set of questions that may contribute to further consideration of the issue by readers. A section on future trends provides a brief summary of matters that student services professionals may anticipate in the next few years. References are included. (NB)

ED 290 965 CG 020 497

Mattox, Robert J.; Hurt, David J.
Communication Effectiveness: Listening from the Counselor's Perspective.
PUB DATE- 22 Apr 87
NOTE- 18p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Client Characteristics (Human Services); Cognitive Style; *Communication Skills; *Counselor Characteristics; *Counselor Client Relationship; *Interpersonal Communication; Listening Comprehension; Listening Habits; *Listening Skills; Sex Differences; *Skill Development
Listening is an extremely important dimension of a counselor's vocational life. The counselor is constantly involved in the process of listening. Verbal and nonverbal messages sent by clients must be received, interpreted, and organized. Counselors need to be active in listening to clients and critical in their analysis of the messages being transmitted. Feedback is an important attribute of active listening, allowing the listener to monitor his/her communication with others and avoid misunderstandings. This paper presents an effective listening exercise and suggests ways that counselors can train themselves and assist prospective counselors with the use of listening as a skill. Recent research on the listening habits of clients and counselors is also presented. Discussions are included on how misinterpretation affects relationships, early learning and its effects on listening, active listening, and gender differences in listening. The issue of proxemics, the personal cultural spatial needs of individuals, is addressed, and the differences in how individuals take in and send out information auditorily, visually, and kinesthetically are considered. (NB)

ED 290 966 CG 020 498

Arias, Ileana; Johnson, Patti
Evaluations of Physical Aggression in Marriage.
PUB DATE- Nov 86
NOTE- 10p.; Paper presented at the Annual Convention of the Association for Advancement of Behavior Therapy (20th, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Behavior Standards; College Students; Experience; Higher Education; *Interpersonal Relationship; Marriage; *Sex Differences; Social Behavior; *Spouses; *Violence
The occurrence of physical aggression in marriage is quite high. On the basis of frequency of occurrence among the general population, a distinction has been made between ordinary violence (frequent slapping, pushing) and severe violence (less frequent use of hitting with objects or use of lethal weapons). This study was conducted to examine how individuals evaluate ordinary and severe forms of physical aggression and how they evaluate female physical aggression and male physical aggression. Undergraduates (N=202) completed a demographic questionnaire and reported their experiences as aggressors and victims of physical aggression in past and current dating relationships using the Conflict Tactics Scale (CTS), an inventory assessing the frequency of occurrence of various conflict resolution methods. Subjects were also presented the CTS with the husband as actor and the wife as recipient of aggression and with the wife as actor and the husband as recipient, and were asked to rate the actor's behavior. Both male and female subjects rated the husband's or wife's use of severe physical aggression more negatively than use of ordinary aggression. Both males and females rated female physical aggression less negatively than male physical aggression. In addition, evaluations of physical aggression were related to the occurrence of physical aggression in the dating relationships of the subjects. (NB)

DOCUMENT RESUME

ED 290 967 CG 020 499

Black, John L.; And Others
Assessment of AIDS Risk among Treatment Seeking Drug Abusers.
PUB DATE- Aug 87
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adults; Behavior Change; Blacks; *Drug Abuse; *Drug Rehabilitation; *Health Education; *High Risk Persons; Males
IDENTIFIERS- Hepatitis
Intravenous (IV) drug abusers are at risk for contracting transmittable diseases such as acquired immunodeficiency syndrome (AIDS) and hepatitis B. This study was conducted to investigate the prevalence of risk behaviors for acquiring and transmitting AIDS and hepatitis B among treatment-seeking drug abusers (N=168). Subjects participated in a structured interview conducted by a clinical psychologist and a drug counselor which focused on drug use, needle sharing, and sexual behavior. Exposure to disease was assessed by testing blood samples. The majority of the subjects reported intravenous drug use; 65% of IV users reported needle sharing during the past year. Sharing was restricted to three or fewer people by the majority of sharers, and sharing often took place in places where users were less likely to share with a stranger. Significantly, 17.6% of subjects reported ceasing needle sharing over one year ago, suggesting that drug abusers can modify their health risk behaviors. Subjects reported few sexual partners and minimal homosexual contact. Only one blood sample tested positive for AIDS, perhaps due to the subjects' selectivity in sharing and their limited mobility. Thirty-one percent of the samples tested positive for current or past hepatitis B exposure. Educating drug abusers in treatment programs may result in dissemination of critical information about transmittable diseases to other drug abusers. (NB)

ED 290 968 CG 020 500

AISD'S Dropout Rate: 1983-84 and 1984-85.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-85-12
PUB DATE- Oct 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Black Students; Comparative Analysis; Cultural Differences; *Dropout Characteristics; *Dropout Rate; High Schools; Hispanic Americans; *Racial Differences; *Sex Differences; *Student Attrition; Whites
IDENTIFIERS- Austin Independent School District TX

The Austin Independent School District (AISD) in Austin, Texas defines a dropout as a student who leaves AISD and for whom there is no evidence that he/she is pursuing an education in another district or institution offering a high school diploma. All students who withdraw from AISD are initially considered dropouts. When a request for a transcript is received from another school or district, that student is reclassified as a transfer. Estimated dropout results were examined for the 1983-1984 and 1984-1985 school years. The results showed an estimated increase in the dropout rate of 1 percentage point between the 2 years, representing an increase of 10%. Black students showed a 5% decrease in dropout rate while Hispanics showed an 11% increase and Whites/Others showed a 15% increase. The preliminary rates for both males and females increased. In proportion to the total, a higher percentage of Whites/Others than of Blacks or Hispanics dropped out during the summer months. Blacks and Hispanics were comparatively more likely to drop out during the school year. Junior high school dropout rates were estimated for the first time in 1984-1985. The results are preliminary and may overestimate the number of dropouts: according to these preliminary figures, the rate for males and females was the same and the percentage for Hispanics was more than double the percentage for Blacks. (NB)

ED 290 969 CG 020 501

Studies of Dropouts. Status Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-86-33
PUB DATE- Feb 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Rate; *Dropout Research; High Schools; *Research Methodology; *State Surveys; Statewide Planning
IDENTIFIERS- Austin Independent School District TX

This document provides a brief overview of the ongoing dropout studies cited in the press and around the Austin Independent School District (AISD) in Austin, Texas. It includes a list of key observations which notes that the dropout rate among adolescents is too high; that approximately 20% of 16- to 24-year-olds in Texas do not have a high school diploma or equivalent; and that, while the dropout rates are higher for minority students, most dropouts are white. The AISD's Office of Research and Evaluation (ORE) will be able to report a 4-year longitudinal dropout rate for high school students this year; this office has set up a longitudinal tracking system beginning at grade seven to highlight when dropping out is most likely to occur, and has supplied names of dropouts to agencies conducting statewide studies. A section on dropout-related issues describes ORE's previous activities and/or plans for obtaining information about several dropout-related questions. It looks at longitudinal and annual dropout rates, dropout interviews, and current and future plans. A commentary on dropout research funded by the Texas Department of Community Affairs discusses two dropout research studies conducted in Texas. Executive summaries from both of the studies are included in the report. (NB)

ED 290 970 CG 020 502

Sailor, Perry
AISD'S Missing Students: 1985-86 Dropout Report: Executive Summary.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-85-70
PUB DATE- 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Black Students; Cohort Analysis; Comparative Analysis; *Dropout Rate; *Dropout Research; High Schools; Hispanic Americans; Junior High Schools; Longitudinal Studies; *Racial Differences; Research Methodology; Sex Differences; Whites
IDENTIFIERS- Austin Independent School District TX
The Office of Research and Evaluation of the Austin Independent School District (AISD) in Austin, Texas has reported yearly high school dropout counts since the 1983-1984 school year. This report presents data from three cohorts of high school students--those enrolled in 1983-1984, 1984-1985, and 1985-1986. The method used to assign dropout status codes is explained and tables and text are provided which compare annual dropout rates for the three cohorts and which illustrate findings graphically. Dropouts are classified by sex, ethnic group, and grade level. In addition to the annual dropout rates, longitudinal dropout rates and junior high school dropout rates are provided. Non-graduating seniors are discussed as an extremely high-risk group. Major findings of the research are listed: (1) the annual high school dropout rate for 1985-1986 was 10.7%, down 0.3 percentage points from the 1984-1985 rate; (2) the Black dropout rate was 9.8%, down from 10.6%, the Hispanic dropout rate was 15.3%, down from 16%, and the Anglo/Other dropout rate was 9.0%, down from 9.1%; (3) the annual dropout rate declined at grades 10 and 11, but increased at grades 9 and 12; (4) of 1983-1984 ninth graders, 27.4% had dropped out of school by July, 1986; (5) although the grade 12 dropout rate was the lowest of any grade, the dropout rate among seniors who did not graduate in 1984-1985 was 73.7%; and (6) the annual 1985-1986 junior high school dropout rate was 5.1%, an increase of 1.3 percentage points from the 1984-1985 rate. (NB)

ED 290 971 CG 020 503

Caution: Hazardous Grade. Ninth Graders at Risk.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-85-68
PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; Attendance; Discipline Problems; *Dropouts; *Grade 9; Grade Repetition; *High Risk Students; *High School Freshmen; High Schools; *Student Adjustment; *Student Problems
IDENTIFIERS- Austin Independent School District TX

As adolescents enter high school in the ninth grade, they experience a transition unlike any previous school experience, and it exacts its toll from unprepared, unmotivated, or unwary students. An examination of achievement test averages across grades 1 through 12 for students in the Austin Independent School District (AISD) in Austin, Texas revealed a noticeable drop from grade 8 to grade 9, followed by a rise in grade 10. Further investigation revealed that enrollment was dramatically higher at ninth grade than at any other grade. Twenty-two percent of all ninth graders were found to be repeating their freshman year. It was found that over 800 students in the AISD dropped out of school during their freshman year. Those who stayed in school missed more classes than students in any other grade. Compared to other grades, more ninth graders misbehaved and required disciplinary action. In addition to problems of low attendance and discipline, one-half of AISD ninth graders received at least one failing grade each 6 weeks. In every area investigated, ninth grade presented the greatest challenge to students, parents, and educators. These groups must work together to increase the success of all ninth graders. (NB)

ED 290 972 CG 020 504

Bandalos, Deborah L.; Sedlacek, William E.
Changes in Student Values and Attitudes over a Decade. Research Report #11-87.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Career Choice; Cohort Analysis; *College Freshmen; Comparative Analysis; Higher Education; *Social Problems; *Student Attitudes; *Values

To those who remember the student activism of the 1960s and early 1970s, the new generation of college students seems remarkably unconcerned with social issues. A study was conducted to compare the values and attitudes of students attending the University of Maryland, College Park in 1976 and in 1986. Freshmen entering the university in 1976 (N=1,470) and in 1986 (N=713) were administered the University New Student Census, an anonymous questionnaire designed to elicit general information on demographic and attitudinal items. The results showed that there were significant differences between the two groups in terms of personal values and attitudes, especially as related to the areas of career choice and life goals. More specifically, students in 1986 were more likely to choose careers because of high earnings or prestige, and to see the purpose of the university as preparing for jobs than were students in 1976. Students in 1986 were also more likely to choose drug abuse and crime as major national problems, while students in 1976 cited the environment and the economy most often. (Author/NB)

ED 290 973 CG 020 505

Bland, Vivian; And Others
Diagnostic and Prescriptive Interviews with Undecided Freshmen in Academic Jeopardy. Research Report #9-87.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Advising; *Academic Failure; *College Freshmen; *College Programs; *Educational Diagnosis; Grade Point Average; Higher Education; Interviews; Majors (Students); *Student Improvement

In the spring semester of 1984, 45 full-time second semester freshmen at the University of Maryland, College Park whose first semester grade point averages were less than 2.0 and who had not yet declared a major participated in a modified replication of a diagnostic and prescriptive interview program. By means of one (N=25) or two (N=20) interviews with Academic Advisement Center staff, this program aimed to help students first to identify the causes of their poor grades and then to determine which campus resources could be useful to them in preventing low achievement from recurring. Although the findings for the single-interview format were minimal when compared to a nontreatment control group, the effect size patterns of the two-interview format for the outcome variable, persistence in good standing, were moderate. Considering the modest nature of the treatment, the results, while not reaching statistical significance, were encouraging, as the practical importance of retention interventions with respect to the academic well-being of motivated students and to the effectiveness of the university cannot be overestimated. (Author)

ED 290 974 CG 020 506

Abler, Rose M.; Sedlacek, William E.
Stability in University Student Help Source Preferences by Gender over a 10-Year Period. Research Report #8-87.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cohort Analysis; *College Freshmen; Comparative Analysis; *Helping Relationship; Higher Education; *Problem Solving; *Sex Differences; *Significant Others; *Student Attitudes; Trend Analysis

Given the importance of assessing stability of university student help source preferences and the lack of such information in the literature, an investigation of help source preferences over a 10-year period was conducted. A help source questionnaire was administered to 118 incoming university freshmen in 1976 and to 462 incoming freshmen in 1986. Students were instructed to assume they had tried unsuccessfully to solve a problem alone and were about to seek help. The questionnaire listed 12 help givers and asked students to rank them, in order of preference, first for an educational/vocational problem and then for an emotional/social problem. Help giver choices were: faculty member, faculty advisor, parents, relatives, male counselor, female counselor, older friend, student friend, nonstudent friend, psychiatrist, physician, and clergyman. Data were analyzed by the Kruskal-Wallis one-way analysis of variance. The results revealed that help source preferences remained relatively stable over time. Compared to males in the 1986 sample, males in the 1976 sample ranked clergy higher for educational/vocational problems, physicians and clergy higher for emotional/social problems, and nonstudent friend lower. No significant changes in help sources were demonstrated for females between 1976 and 1986 samples. Clear gender differences in help source preference were found for emotional/social problems in both 1976 and 1986. (NB)

ED 290 975 CG 020 507

Cassiere, M. F.; And Others
Gender Differences in the Primary Representational System according to Neurolinguistic Programming.
PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; College Students; Higher Education; *Neurolinguistics; *Sensory Experience; *Sex Differences
IDENTIFIERS- *Neurolinguistic Programming
Neurolinguistic Programming (NLP) is a currently popular therapeutic modality in which individuals organize information through three basic sensory systems, one of which is the Primary Representational System (PRS). This study was designed to investigate gender differences in PRS according to the predicate preference method. It was expected that males would be identified as primarily visual and that females would be identified as primarily kinesthetic. An ad hoc purpose was to investigate scoring procedures used in the predicate preference method. College students (N=76) were asked to describe three settings or events. Data were scored initially in a deliberate manner using literal meanings of predicates. For the ad hoc investigation of NLP scoring procedures, data were scored a second time according to the subjective evaluation of predicates. While results of multivariate analyses of variance with gender as the independent variable and three predicate scores as dependent variables were uninterpretable, PRS frequency tallies showed that when data were scored according to deliberate criteria, virtually all subjects were kinesthetic; when scored according to subjective impression, most subjects were visual. Results suggest that standard guidelines should be developed for scoring predicates and that NLP should be used cautiously until further research has been conducted. (Author/NB)

ED 290 976 CG 020 508

Wright, Sharon K. B.
Self-Protection: A New Approach to 4-H Health.
PUB DATE- 12 Nov 87
NOTE- 9p.; Paper presented at the Annual Conference of the Minnesota Council on Family Relations (St. Paul, MN, November 5, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Child Welfare; Drug Abuse; *Health; *Prevention; Program Development; Secondary Education; Secondary School Students; *Self Destructive Behavior; Sexuality; State Surveys; *Student Attitudes; Suicide; Violence
IDENTIFIERS- *4 H Programs; *Minnesota
This document introduces the issue of self-protection as the Minnesota 4-H Youth Development response to self-destructive behavior among adolescents. It presents findings from a statewide survey of over 36,000 secondary school students using the Minnesota Adolescent Health Survey. Responses are given in the areas of health, school attitudes, sexual activity, worries and concerns, substance abuse, mental health, body image and eating behavior, adults and family relationships, abuse, and help seeking. Health programs sponsored by the Minnesota 4-H and guided by the survey findings are described. The prevention theory used in the programs is explained, the need for youth involvement in the Self-Protection programs is stressed, and training for the adolescents is discussed. The need to start early and the importance of adult guidance are noted. Comprehensive, community-wide programs are briefly reviewed and Minnesota 4-H relations with state agencies and with universities and other health and youth organizations are described. Nine programs which were developed in the first phase of the Self-Protection program are described. The programs presented deal with issues of alcohol and drinking and driving; stress, depression, and suicide; sexuality; and violence in relationships. (NB)

ED 290 977 CG 020 509

Johnson, Irene H.
Minorities Orientation Science Seminar at Purdue University: A Counseling/Mentoring Approach.
PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Students; College Preparation; *College Science; College Students; Higher Education; *Majors (Students); *Minority Groups; Program Evaluation; *School Orientation; Sciences; *Student Adjustment; Transitional Programs
IDENTIFIERS- Purdue University IN
Social isolation and loneliness, cultural shock, and lack of commitment to minority students have been suggested as barriers to educational attainment for many minority college students. Blacks are severely underrepresented in the sciences and in mathematics, and these issues and concerns are not uncommon to black students enrolled in the School of Science at Purdue University. The need for an orientation program and counseling aimed specifically at such students is quite significant. This paper describes a seminar offered to freshmen and first semester transfer students and recommended to all minority students by their academic advisors. It lists the course's primary objectives as easing the students' transition to college life, orienting students to the university, introducing them to academic majors and career possibilities, helping to build self-esteem, providing interaction with continuing science students, and increasing student motivation toward a career in science by providing role models. Class activities are described and certain activities are explained in greater detail. Evaluations of the seminar conducted at the end of fall semesters in 1984 and 1985 are discussed. The evaluation survey and responses are included. (NB)

ED 290 978 CG 020 510

Adesso, Vincent J.; Freitag, Wendy J.
Mood Effects of Alcohol and Expectancies during the Menstrual Cycle.
PUB DATE- 87
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholic Beverages; College Students; *Drinking; *Expectation; *Females; Higher Education; Socialization
IDENTIFIERS- *Menstruation; *Moods
This research attempted to develop a profile of women's moods across the menstrual cycle and to determine alcohol's effects upon those moods. The Profile of Mood States was used to measure mood in 96 female college students who were heavy drinkers. Subjects were randomly assigned to the cells of the balanced placebo design with equal numbers in each of the three menstrual phases (ovulation, premenstruation, menstruation). The four conditions within the design were: expect alcohol/receive placebo; expect placebo/receive placebo; expect alcohol/receive alcohol; and expect placebo/receive alcohol. Subjects were found to differ on age and on Shipley Institute of Living Scale intelligence quotient scores. Prior to any manipulation, subjects in the three menstrual phases reported no mood differences, failing to support the notion of phase-related moods. Over the course of the experiment the only reliable mood changes that did occur were a reduction in tension-anxiety and, possibly, vigor. Alcohol, expectancies, or menstrual phase did not have reliable effects on mood over time. These findings support Social Learning Theory. (Author/NB)

ED 290 979 CG 020 511

Olsen, David C.
The Assessment of Spirituality in Psychotherapy.
PUB DATE- 20 Nov 87
NOTE- 22p.; Paper presented at the Annual Convention of the New York State Association for Counseling and Development (22nd, Buffalo, NY, October 25-27, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Beliefs; *Client Characteristics (Human Services); *Counseling Techniques; *Evaluation Methods; *Ideology; Religion; *Religious Factors
IDENTIFIERS- *Erikson (Erik)
Dealing with religious issues in the counseling process is a difficulty many therapists encounter. This paper explores a way of understanding religious ideology using Erik Erikson's concept of religious ideology as an organizer of identity. It suggests that, if religion does function as an ideology, then it would be helpful for psychotherapists to have a means of assessing the impact of the ideology. Five areas through which to assess religious ideology are provided: (1) salience of religion; (2) multigenerational transmission; (3) structural dynamics; (4) stage theories; and (5) object relations theory. It is noted that, by use of these five areas of assessment, the therapist will have a better means of understanding how the ideology functions and a better understanding of how to work therapeutically. The paper concludes by suggesting practical implications for counselors working with families and individuals who have a strong religious ideology. (Author/NB)

ED 290 980 CG 020 512

Olsen, David C.
Toward an Integrative Approach to Assessment and Treatment Planning in Family Therapy.
PUB DATE- 20 Nov 87
NOTE- 15p.; Paper presented at the Annual Convention of the New York State Association for Counseling and Development (22nd, Buffalo, NY, October 25-27, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Techniques; Developmental Stages; *Evaluation Methods; Existentialism; Extended Family; *Family Counseling; *Family Relationship; *Family Structure; Interpersonal Communication; Systems Approach; *Theories
The rapid increase in literature and modalities of family therapy has made it difficult for counselors working with families to find an integrative approach to assessment and treatment planning. As a result, many counselors move from one paradigm to another without attempting to integrate approaches. This paper attempts to integrate five paradigms of family therapy which focus on five aspects that are part of all family functioning: (1) interactional theory; (2) structural theory; (3) multigenerational theory; (4) developmental theory; and (5) existential theory. The key ideas of each theory are outlined. Implications for assessment and treatment planning using all five theories are explored. The paper describes assessment in an integrative model which focuses on the basic structural configuration of the family (structural); levels of differentiation from family of origin (multigenerational); the developmental point of the family (developmental); charting counterproductive interactional sequences (interactional); and the type of meaning system or ideology the family has (existential). Again using the five theories, treatment goals are discussed which focus on structural realignment, helping spouses achieve greater differentiation of self, building of productive communication skills, education on developmental themes, and working with existential themes. (NB)

ED 290 981 CG 020 513

Blackman, Julie
Expert Testimony for Battered Women Who Kill: Dilemmas of Objectivity and Bias.
PUB DATE- 87
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Battered Women; Bias; *Court Litigation; Death; *Family Violence; *Social Class; Social Differences; *Violence
IDENTIFIERS- *Expert Witness; *Homicide
This paper concerns different aspects of four dilemmas of objectivity and bias facing expert witnesses in trials involving violence betweer intimates: (1) the urge to be correct, clever, and consistent; (2) the tension between being an advocate and being an educator in the courtroom; (3) the influence of experts' life experiences and presumed values on the content and reception of testimony; and (4) the bias that has resulted from family violence researchers' neglect of social class as a significant contributor to the experiences of battered women. Four examples are used to illustrate these aspects. With regard to the fourth diliemma, data is presented on the relationship between social class and criminal justice system outcome for 25 battered women who killed their abusers. The difficulty in transcending class issues and achieving a real understanding of the impact of battering by an intimate in the lives of women of different backgrounds is recognized and the need to separate social class issues from dangerousness concerns is stressed. (NB)

DOCUMENT RESUME

ED 290 982 CG 020 514

Langan, Patrick A.; Innes, Christopher A.
Preventing Domestic Violence against Women. Special Report.
Department of Justice, Washington, D.C. Bureau of Justice Statistics.
PUB DATE- Aug 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Battered Women; *Crime; Crime Prevention; Criminals; Family Problems; *Family Violence; Police Action; *Victims of Crime
IDENTIFIERS- *Arrests; National Crime Survey

This report focuses on domestic violence victims, most of whom are women victimized by their spouses or ex-spouses, and examines the issue of whether calling the police increases or decreases a victim's chance of being victimized again. It was written as part of an effort by the Bureau of Justice Statistics to provide relevant information for the American public and practical guidelines for criminal justice professionals and policy makers. Findings from the National Crime Survey (NCS) for 1978 to 1982 are highlighted, some of which indicated that calling the police did seem to help prevent recurrences of domestic violence. Other studies conducted in Kansas City, Missouri and in Minneapolis, Minnesota are described which showed that the police could help to prevent domestic violence and that arresting the offender was an effective deterrant, respectively. Also presented are findings from a study which used NCS data to examine whether domestic violence victims should call the police. Findings are discussed which suggest that calling the police seemed to reduce a domestic violence victim's chance of revictimization. Seven data tables and lists of other Bureau of Justice Statistics reports are included. (NB)

ED 290 983 CG 020 515

Foley, Daniel P.
Development of the Concept of Freedom over a 15-year Age Span.
PUB DATE- 31 Aug 87
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Age Differences; Children; *Cognitive Development; Cognitive Processes; *Concept Formation; Elementary Secondary Education; *Individual Development; Scaling; Test Validity; Young Adults
IDENTIFIERS- *Freedom
Freedom is subject to a variety of conceptions in life because people think of it from where they are in life. Psychological literature contains a great deal about freedom but it is almost always found under the rubric of freedom versus determinism. This study examined the concepts of freedom in subjects (N=450) who ranged in age from 7 to 21 years of age, divided evenly among ages and sexes. Subjects--students attending Catholic educational institutions in small and large cities--were asked to write their definitions of freedom. These responses generated 30 concepts of freedom, which were ranked to produce the concept-of-freedom scale. The coefficient of interjudge reliability for coding the responses along the scale was significantly high. The concept of freedom was found to vary significantly with age. Children, middle teenagers, and late teenagers differed significantly on categorical concepts of freedom (ability to choose, ability to do, activity, liberation). Many significant differences on categorical concepts of freedom were found both within particular age groups and between age groups (ABL)

ED 290 984 CG 020 516

Foley, Daniel P.
Attitudes toward Suffering in Young Adulthood and Middle Life.
PUB DATE- 30 Aug 87
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). For related document, see CG 020 517.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Age Differences; Aging (Individuals); *Attitude Change; *Attitudes; *Attribution Theory; College Graduates; College Students; Higher Education; *Middle Aged Adults; Sex Differences; *Young Adults
IDENTIFIERS- *Pain
Past research has demonstrated the prevalence of 11 attitudes toward personal suffering among retirees: punitive, testing, personal growth, bad luck, resignation to the will of God, redemptive, divine perspective, minimizing, submission to the laws of nature, acceptance of the human condition, and defensive attitude. This study examined attitudes toward suffering in 50 young adult college students and 50 middle aged adults, all of whom were in good health and none of whom had just been afflicted with appreciable suffering. The 99-item questionnaire devised for the study on retirees was administered to the young and middle aged subjects. The results revealed significant differences between young and middle aged respondents on the personal growth attitude, the bad luck attitude, the punitive attitude, and the testing attitude. No significant difference was found between males and females on any of the 11 attitudes. All significant changes in attitude were negative (subjects dropped aspects of their attitudes as they reached middle age) except in the case of middle aged men who grew in their redemptive attitude toward suffering. (NB)

ED 290 985 CG 020 517

Foley, Daniel P.
Eleven Interpretations of Personal Suffering.
PUB DATE- 29 Aug 87
NOTE- 23p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). For related document, see CG 020 516.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Affective Measures; *Emotional Experience; *Individual Characteristics; Scaling; Test Construction
IDENTIFIERS- *Pain
This document defines suffering as the affective aspect of the pain experience while the cognitive aspect of the pain experience is the sensation of pain. It considers personal suffering, which mean's one's own suffering, and not the suffering of other people. It notes that a particular interpretation of suffering may be formulated in any number of perceptual statements and that a perception of suffering, an affective reaction to that interpretation, and the action tendency resulting from the perceptual and affective responses to suffering constitute the attitude toward suffering. Attitudinal components gathered from listening to reports of patients about their suffering, reading therapists' reports, and analyzing the literature on suffering are discussed and categorized into 11 attitudes toward personal suffering: (1) punitive; (2) testing; (3) bad luck; (4) submission to the laws of nature; (5) resignation to the will of God; (6) acceptance of the human condition; (7) personal growth; (8) defensive; (9) minimizing; (10) divine perspective; and (11) redemptive. This report explains how an attitude scale will be constructed to describe each of these 11 attitudes to measure individuals' attitudes toward suffering. Three research projects being designed to investigate the attitude, age, religion, sex, and group differentials are discussed. (ARL)

ED 290 986 CG 020 518

Yager, Geoffrey G.; Wilson, F. Robert
The Use of Social Influence Videotapes in the Training of Counselors.
PUB DATE- 21 Nov 87
NOTE- 9p.; Paper presented at the Annual Meeting of the North Central Association for Counselor Education and Supervision (St. Louis, MO, November 19-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Competence; *Counseling Techniques; *Counselor Attitudes; Counselor Client Relationship; *Counselor Training; Higher Education; Instructional Materials; *Social Influences; Trust (Psychology); Validity; *Videotape Recordings
IDENTIFIERS- Physical Attractiveness
One set of counselor behaviors that has been highly investigated over recent years has been the social influence behaviors. Despite the considerable research interest in social influence theory as it relates to counseling, there has been little attention to the demonstration of the presence or absence of such behavioral skills as expertness, trustworthiness, and attractiveness. In connection with another study, a set of videotapes were developed to demonstrate these three behaviors in a clear, relatively undisputable manner. A client role-play was developed to be maximally relevant to the undergraduate student participants. Four unrehearsed, 7-minute counseling sessions were carried out with the same male counselor, who varied his counseling responses from one videotape to another. During one of the interviews, a non-deficient demonstration, the counselor displayed high levels of all three targeted social influence variables (expert, attractive, and trustworthy). In each of the remaining videotapes, one counselor characteristic was intentionally lowered. The counselor continued to make empathic responses directed to the client's concerns. The videotapes were validated using a group of 13 doctoral students' ratings of each counselor on expertness, attractiveness, and trustworthiness. Students were fascinated to see a counselor behave in ways that illustrated the social influence behaviors. The same videotapes can serve as excellent discussion starters in beginning counseling classes. (ABL)

ED 290 987 CG 020 519

Meyer, Margrit
Consultation and Co-Therapy as Teaching Devices.
PUB DATE- 7 May 87
NOTE- 11p.; Paper presented at the Annual Children's Center Spring Conference (8th, Detroit, MI, May 7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Caseworkers; *Consultants; Cooperation; *Counseling Techniques; *Counselor Training; Foreign Countries; Social Work; *Social Workers; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Canada
Three counseling situations in which a counseling student sought participatory help from his field instructor are described. In the first case study the counseling student had been working with a marginal family with severe marital and child management problems. Approaches discussed in supervisory conferences had not achieved the desired result and the student requested that the instructor interview the client. The consultation allowed the student to change the course of therapy to a more task-centered, goal-oriented approach. A disruptive child who was possibly abused and his mother were the clients in the second study. The consulting counselor aided the student in the assessment of the emotionally charged situation of removal of a child from the family and the interpretation and defense of this position in an interagency conference. The consultant also modeled as a therapist. In the third case study a child whose behavior was causing him to be removed from nursery school and his troubled family constituted the situation. The counseling student asked the instructor to share the case management. Teaching goals of demonstrating that a creative use of self and community resources can reverse a problem of family disintegration and that co-therapy is one of the more effective ways that teacher and student teach one another were realized. An aspect of social work that is difficult to define in concrete terms except by demonstration or example is the creative, imaginative use of self which can be taught by co-therapy. The open admission by the teacher that the student has something to teach him has itself value in the learning experience of the student. (ABL)

ED 290 988 CG 020 520

AIDS Epidemic. Hearing before the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session on Reviewing Federal Efforts Being Conducted toward Combating the AIDS Epidemic.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO.- Senate-Hrg-100-38
PUB DATE- 16 Jan 87
NOTE- 160p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Disease Control; Disease Incidence; *Federal Programs; Hearings; *Prevention; *Public Health; *Public Policy
IDENTIFIERS- Congress 100th

The text of a Senate hearing called to review federal efforts combating acquired immune deficiency syndrome (AIDS) is presented in this document. Opening statements reviewing the AIDS crisis are given by Senators Edward Kennedy and Lowell Weicker, Jr. Prepared statements are included by Senators Orrin Hatch and Ted Stevens. David Baltimore and Sheldon Wolff, co-chairs of the Committee on a National Strategy for AIDS, National Academy of Sciences, discuss findings and highlights from their recent report, "Confronting AIDS," make recommendations to deal with the problems posed by the AIDS epidemic, and stress the need for public education. Witnesses focusing on the development of an AIDS vaccine include: (1) Anthony Fauci, coordinator of AIDS research at the National Institutes of Health; (2) David Martin, Jr., Genentech, Inc.; and (3) Samuel Katz, professor at Duke University School of Medicine and member of the Institute of Medicine Panel on Vaccine Development. Jonathan Mann, director of the Special Program on AIDS, World Health Organization, discusses AIDS as a global health problem. Robert Windom, Assistant Secretary for Health, Department of Health and Human Services, and C. Everett Koop, United States Surgeon General, provide an update on federal information and education initiatives to prevent and control the spread of AIDS. The "Surgeon General's Report on Acquired Immune Deficiency Syndrome" is included. (NB)

ED 290 989 CG 020 521

Protecting the Elderly: Federal Agencies' Role concerning Questionable Marketing Practices. Fact Sheet for the Chairman, Select Committee on Aging, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-120FS
PUB DATE- Aug 87
NOTE- 10p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6 or more copies, $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Crime; *Federal Legislation; *Federal Programs; Force; *Marketing; *Older Adults; Organizations (Groups)
IDENTIFIERS- *Direct Mail; *Fraud; Threat

In response to Representative Edward Roybal's concern that aging organizations have used direct mail in a manner that might frighten, threaten, or coerce the elderly into contributing money or buying products from these organizations, the General Accounting Office (GAO) agreed to: (1) identify federal agencies with jurisdiction in reviewing the activities of organizations that use direct mail advertising; (2) identify federal statutes or regulations agencies may use to protect the elderly; (3) determine current activities of agencies to protect the elderly; and (4) determine agency educational activities to prevent possible abuses of the elderly. The GAO reviewed pertinent federal legislation related to protecting individuals from deceptive business practices; discussed with officials of the United States Postal Service, Federal Trade Commission, and Department of Justice activities of their agencies relative to protecting the elderly; and reviewed agency documents concerning these activities. This report gives details on pertinent legislation, enforcement, and educational activities of the Postal Service and the Federal Trade Commission, and reviews briefly the activities of four other federal agencies: (1) the Food and Drug Administration; (2) the Securities and Exchange Commission; (3) the Commodity Futures Trading Commission; and (4) the Internal Revenue Service. Information focuses on the role and activities of federal agencies in examining or reviewing organizations that use direct mail to sell to or solicit from the elderly. (NB)

ED 290 990 CG 020 522

Grant, Marcus, Ed.
Alcohol Policies. European Series No. 18.
World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
REPORT NO.- ISBN-92-890-1109-2
PUB DATE- 85
NOTE- 162p.
AVAILABLE FROM- WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Alcoholic Beverages; Alcoholism; Foreign Countries; International Cooperation; Marketing; *Public Health; *Public Health Legislation; *Public Policy
IDENTIFIERS- *Europe

This book examines alcohol control policies in Europe in an effort to present an integrated approach to the question of policy formation; analyze the past; assess research priorities; suggest the logical sequence of stages in national policy development; examine the role of economics; and demonstrate that alcohol policies are practical, necessary, and comprehensive. It contains contributions, many of which were developed from working papers presented at a meeting on the control of alcohol consumption, organized in Paris, France in 1983 by the World Health Organization Regional Office. Included are: (1) "Establishing Priorities for Action" (M. Grant); (2) "Lessons from the Postwar Period" (K. Makela); (3) "Production of and International Trade in Alcoholic Drinks: Possible Public Health Implications" (B. M. Walsh); (4) "Public Health Aspects of the Marketing of Alcholic Drinks" (M. J. van Iwaarden); (5) "Using Health Promotion to Reduce Alcohol Problems" (I. Rootman); (6) "Four Country Profiles"; (7) "International Aspects of the Prevention of Alcohol Problems: Research Experiences and Perspectives" (P. Sulkunen); (8) "Formulating Comprehensive National Alcohol Policies" (K. E. Bruun); and (9) "National and International Approaches: Strengthening the Links" (M. Grant). The chapter on four country profiles includes information of Italy (A. Cottino and P. Morgan); Greece (J. N. Yfantopoulos); Poland (I. Wald, J. Morawski, and J. Moskalewicz); and Sweden (K. E. Bruun). (NB)

ED 290 991 CG 020 523

Sex Offender Task Force Report.
California State Dept. of the Youth Authority, Sacramento.
PUB DATE- Jan 86
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; *Crime; Justice; Law Enforcement; Networks; Punishment; Rehabilitation; Research Needs; State Legislation; Training; Victims of Crime; *Young Adults
IDENTIFIERS- *California; *Sex Offenders

This report includes the findings of a California task force convened to examine juvenile and youthful sex offenders and the impact of their behavior on the citizenry. The foreword notes this report attempts to identify informational and research needs and encourage networking and coordination to support state and local efforts to improve the delivery of justice system services and responds to the need to emphasize public protection and offender accountability. Forty-one recommendations are made and discussed. The recommendations fall into these categories: (1) treatment of sex offenders; (2) surveillance and control; (3) training of staff working with offenders; (4) victim awareness; (5) interagency networking; (6) research and evaluation needs; and (7) legislation. The appendix includes a list of task force members, survey questions, individuals who testified, a description of a model treatment program, and a bibliography. (ABL)

ED 290 992 CG 020 524

Bonjean, Leslie M.; Rittenmeyer, Dennis C.
Teenage Parenthood: The School's Response. Fastback 264.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-264-X
PUB DATE- 87
NOTE- 32p.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($.90).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; Birth Rate; Contraception; *Early Parenthood; Family Problems; Innovation; *Prevention; *Program Development; Secondary Education; Sex Education; Social Services

This report was written to provide a balanced perspective of the problem of adolescent parenthood, with the goal of guiding those responsible for making policy decisions and for developing programs and services for adolescents. It presents innovative approaches developed by educators, health professionals, and others in the areas of pregnancy prevention and adolescent parenthood. These topics are explored: (1) the dimensions of adolescent parenthood, including implications for health care and social services, poverty and crime, and the education system; (2) teenage pregnancy and adolescent development, including the impact of teenage pregnancy on family relationships; (3) sex education in the home, school, and community as well as health clinics in schools; and (4) guidelines for program development, including resources for program planning and organizing a task force. A list of national sources providing relevant data and references are included. (ABL)

ED 290 993 CG 020 525

Wechsler, Solange; Oakland, Thomas
School Psychology in South America.
PUB DATE- Aug 87
NOTE- 15p.; Paper presented at the Annual Convention of the International Council of Psychologists (45th, New York, NY, August 22-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselor Training; Cross Cultural Studies; Delivery Systems; Differences; Elementary Secondary Education; Foreign Countries; Regional Characteristics; *School Counseling; *School Psychologists; Stress Variables
IDENTIFIERS- Brazil; Chile; Colombia; Venezuela
The literature discussing professional practices of school psychology in South America is very meager. This study attempted to identify demographic characteristics of school psychologists in four South American countries, their typical responsibilities, significant problems, and threats that jeopardize the delivery of psychological services within the schools. Questionnaires were completed by informed psychologists in Brazil, Chile, Colombia, and Venezuela. The results revealed that school psychologists were overwhelmingly female. Most were found to have undergraduate degrees; only in Venezuela did the proportion of school psychologists with graduate degrees exceed that of psychologists with undergraduate degrees. Important differences existed in the number of professional programs available in the countries. High percentages of school psychologists were members of national associations. Respondents from all four countries rated as very important knowledge and skill areas that focused on the academic areas of psychology emphasizing individual differences, intelligence, motivation, professional service, work with the visually and physically impaired, learning disabilities, and parent education. A significant area of stress in all countries was low salaries, and threats to service included lack of research and evaluation, conflicts with competing professional groups, and lack of proper funding. (Differences among the countries are discussed; references and data tables are included.) (NB)

ED 290 994 CG 020 526

Elder Abuse and Neglect: The Illinois Response.
Illinois State Dept. on Aging, Springfield.
PUB DATE- Oct 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; *Elder Abuse; Family Violence; Human Services; Intervention; *Older Adults; *Program Evaluation; *Program Implementation; *State Legislation; *State Programs; Victims of Crime
IDENTIFIERS- Illinois

This document outlines the ideas of the Illinois Department of Aging on the implementation and management of the Elder Abuse and Neglect Intervention Program. These topics are addressed in order to provide a basis for discussion of key elements of the proposed program and serve as a guide in the development of rules, policies, and procedures for the operation and administration of the program: (1) proposed legislation (definition of terms, history of legislation, appropriation request); (2) number of alleged abuse and neglect reports (incidence rate, projections); (3) services available to victims of abuse (assessment, case work, follow-up, supplemental services, and public education); (4) administrative structure (Department of Aging, Regional Administrative Agencies, and provider agencies); (5) cost of providing services to elder abuse victims (cost estimate for statewide program); and (6) summary of statewide elder abuse programming (current operations and proposed statewide program). (ABL)

ED 290 995 CG 020 527

Helping Older People To Live Independently. Annual Report to the Governor and the Illinois General Assembly on Public Act 81-202, Fiscal Year 1987.
Illinois State Dept. on Aging, Springfield.
PUB DATE- 18 Sep 87
NOTE- 17p.; For the previous report, see ED 281 081. Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Day Care; Cleaning; Community Services; Daily Living Skills; Delivery Systems; *Home Programs; Home Visits; Human Services; Information Services; *Older Adults; Self Care Skills; Social Services; *State Programs; *Visiting Homemakers
IDENTIFIERS- Illinois; *Independent Living

This document describes Illinois' Community Care Program (CCP), a program which provides chore housekeeping, homemaker, and adult day care services to older persons who cannot perform some tasks basic of everyday life without assistance, in order to help them live independently. Case management, information and referral, and nursing home prescreening services also provided by CCP are described. Key events in the history of CCP are listed. Recent initiatives addressing service quality and expansion are discussed including a quality assurance program, emphasis on training, case management standards, CCP rules, demonstration projects testing new services, a review of assistance to Alzheimer's disease victims, demonstration projects in home health and skilled nursing care, and a senior companion program. A directory of planning and service areas in Illinois is included. Comments by older adults served by the program and a short vignette are included. (ABL)

ED 290 996 CG 020 528

Uniting the Generations...Moving States toward Family Policies across the Age Spectrum.
Illinois State Dept. on Aging, Springfield.
PUB DATE- Oct 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Advocacy; *Age Differences; Age Groups; Generation Gap; Individual Needs; *Intergenerational Programs; Needs; *Older Adults; Public Policy; Resources
IDENTIFIERS- *Intergenerational Conflict; *Intergenerational Relationship

Seminars on the topic of generational equity, a term which suggests conflict between meeting the needs of the young and the old, were sponsored by the Illinois Department on Aging in the spring of 1987 at 11 universities in the state. The seminars posed three major questions to participants from academia, state government, and the voluntary sector: (1) what is the debate or discussion currently at the federal level and will it concern the states; (2) how should the discussion be framed; and (3) how can support be mobilized for a productive state response. This document provides a list of the seminars and participants, a summary of the discussion points made, and an outline of Illinois' response to developing advocacy that will protect gains, learn from them, and develop a family policy recognizing the needs of children, youth, mid-life, and elderly persons across the age spectrum. (ABL)

DOCUMENT RESUME

ED 290 997 CG 020 529

Fyans, Leslie J., Jr.; Maehr, Martin L.
Sources of Student Achievement: Student Motivation, School Context and Family Background.
PUB DATE- Aug 87
NOTE- 40p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Need; Aspiration; *Educational Environment; Expectation; *Family Environment; Grade 11; High Schools; Parent Child Relationship; *Student Motivation
IDENTIFIERS- Illinois
The recent concern with industrial achievement has reinforced a growing tendency to be concerned with educational achievement. This study, the first in a series, examined whether or not student motivation made a unique contribution to achievement that could be separated from other factors known or thought to contribute to student achievement such as various characteristics of the school. This study used data gathered by the Illinois State Board of Education and the University of Illinois in 1970 and 1981. High school juniors attending 120 schools were the subjects; the 1981 sample consisted of 9,693 students. Academic achievement, school context, family context, and student motivation were measured. Results suggest that variables composing the school context measure were least predictive of achievement variance and student motivation was the most predictive. Overall the expectation variable was the most predictive across all achievement domains. Family context cluster variables were important to school achievement across all subject areas. The results of this research illustrate the vital and critical role played by motivation in determining school achievement. (ABL)

ED 290 998 CG 020 530

Engdahl, Brian E.
Psychological Consequences of the World War II Prisoner of War Experience: Implications for Treatment.
PUB DATE- 31 Aug 87
NOTE- 23p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 22-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Depression (Psychology); Etiology; *Mental Disorders; *Mental Health; Pathology; *Psychological Services; *Veterans
IDENTIFIERS- *Posttraumatic Stress Disorder; *Prisoners of War; Traumas; World War II
The Former Prisoners of War Act (1981) mandated complete health examinations for all interested prisoners of war (POWs). This paper reports on examinations of more than two-thirds of the POWs in the Minneapolis Veterans Administration Medical Center catchment area under the established POW protocol and special psychiatric examinations. The prevalence of common conditions such as hypertension, diabetes, cerebrovascular accident, heart attack, or intermittent claudication was no greater for POWs than for the general population. However, anxiety disorders, post-traumatic stress disorders, and depressive disorders had a high prevalence. The etiologies of these disorders are generally agreed to include traumatic experience. Disorders with etiologies thought to be less related to traumatic experience such as alcohol abuse/dependency, schizophrenia, and bipolar disorders did not occur with increased frequency. Those POWs who had experienced more than a 29 percent loss of body weight were at higher risk of developing depressive disorders, post-traumatic stress disorders, and, to a lesser extent, anxiety disorders. Results highlight the strong association between captivity trauma and later psychiatric disability. The psychological problems experienced by former POWs are real, persistent, and in the large majority of cases, directly attributable to the trauma they experienced in captivity. Care needs to be provided to them and their families based on understanding of their difficulties. (Eight data tables and one figure are included.) (ABL)

ED 290 999 CG 020 531

Nelson, Franklyn L.; And Others
Perceptions of Youth Suicide in California.
PUB DATE- May 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Suicidology/International Association for Suicide Prevention (San Diego, CA, October 18-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Family Problems; Interpersonal Relationship; Intervention; *Psychopathology; Social Support Groups; Stress Variables; *Suicide; *Young Adults; Youth Problems
IDENTIFIERS- California; Substance Abuse
Suicide among young people has increased significantly over the past 25 years, and is now the third leading cause of death among young persons 15 to 24 years of age and the second leading cause of death among college students. In California this serious problem was recently addressed through the implementation in 1986 of a 5 year state funded program of evaluation and intervention. This study surveyed these five sample groups of respondents: (1) young people 12-15 years of age (N=318); (2) young people 16-19 years of age (N=326); (3) students from California high schools (N=1,000); (4) parents of California youth 12-19 years of age (N=465); and (5) youth service providers having contact with young people 12-19 years of age (N=136). Psychological autopsy data on California youth 12-20 years of age who had committed suicide (N=44) were also examined. The findings revealed that intrapersonal psychopathology and distress, family dysfunction, problems with interpersonal relationships, and drug and alcohol abuse were most frequently reported as the major causes of youth suicide. In terms of solutions, the availability of family and friends and access to formal intervention programs for troubled adolescents were seen as the most effective measures that could be taken to stop young people from intentionally hurting themselves. Programs that tend to decrease vulnerabilities, decrease stress, and increase support systems should prove helpful in preventing suicide. (ABL)

ED 291 000 CG 020 532

Dickinson, Colleen
Old Folks.
PUB DATE- May 87
NOTE- 21p.; Paper presented at the Annual American Association of Suicidology/International Association for Suicide Prevention (20th, San Francisco, CA, May 25-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Age Differences; *Client Characteristics (Human Services); Counseling Objectives; *Counseling Services; Cultural Influences; *Hotlines (Public); Individual Needs; *Older Adults; *Suicide

Cultural factors may affect the elderly's use of and beliefs about counseling and psychotherapy. Elderly persons tend to make fewer telephone calls than do younger persons, perhaps believing the telephone should be used only with close friends. This may prevent the elderly from using telephone counseling services. Suicide has occurred in the elderly at a rate triple that of the general population. A crisis telephone counseling line found 25 percent of callers had suicide related problems, 4 percent of whom were over age 60. An information and referral service in the same area found 10 to 12 percent of its calls were from persons age 60 and over. Calls indicate that the elderly have multiple basic needs in the areas of income, housing, health, transportation, in-home support, effects of isolation, and advocacy. It is vexing elderly persons do not use the services of the crisis line, although the elderly do use the information and referral line. Elderly clients of the crisis center are not ambivalent about suicide, trust their own decisions, want to control their manner of death, have more health problems than do younger clients, do not wish to be a burden to others, and do not wish to talk about suicide. Crisis center and information and referral services should work together to help the elderly, updating skills needed in suicide prevention. Classes on problem solving and exploring feelings for the community's elderly should be offered. (ABL)

ED 291 001 CG 020 533

Tavarone, Antonia R.
The Role of Family Members in the Treatment of Women Alcoholics.

PUB DATE- 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Public Health Association (113th, Washington, DC, November 17-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Age Differences; *Alcoholism; Cohort Analysis; *Family Involvement; *Females; Medical Services; Parent Child Relationship; Rehabilitation; Spouses

Alcoholism is frequently called a family disease; encouraging and even insisting that family members participate in the treatment of alcoholics has become routine practice in almost every treatment setting. This study examined the relationship between treatment participation by a family member and two measures of recovery for three birth cohorts of women (N=99) in non-residential treatment for alchoholism. Recovery variables included a self-report measure on psychosocial aspects of their recovery by the women themselves and a therapist rating scale based on individual treatment goals. Results showed approximately 40 percent of the women had a family member who had participated with them in at least one treatment session. There were differences among the cohorts in the types of relatives participating in treatment. Parents were the predominant family members participating in the treatment of the youngest cohort, while spouses and grown children were in the majority for the oldest cohort, and the middle cohort had all three in roughly equal proportions. Data showed that participation in treatment by a family member was positively related to both recovery measures (therapist's rating and self-report of psychosocial recovery) for the oldest cohort of women, aged 46-66, but not for the two younger cohorts, aged 31-45 and 19-30. This positive relationship was found regardless of length of time in treatment, type of treatment program, or level of severity of alcoholism at the beginning of treatment. (Author/ABL)

ED 291 002 CG 020 534

Firestone, William A.; Drews, Dale H.
The Coordination of Education and Social Services: Implications from Three Programs.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Alcoholism; Cooperation; *Coordination; Disabilities; Drug Abuse; Early Parenthood; *Human Services; *Intervention; Preschool Children; *Program Effectiveness; Social Networks; *Social Services; *Statewide Planning
IDENTIFIERS- *Pennsylvania
This study addressed concerns of Pennsylvania legislators and government departments by examining coordination between education and other human service agencies in three program areas: early intervention (for preschool handicapped children); student assistance (for drug and alcohol abuse and other teenage problems); and teenage pregnancy and parenting. It sought to clarify the nature of the coordination problems that arose and the reasons for those problems in order to make recommendations about how to alleviate them in the future. Interagency conflict and service blockages were found to be independent problems for coordination. For teenage pregnancy, institutional survival concerns were the primary contributor to interagency conflict. The main cause of interagency conflict in student assistance was treatment philosophy and the main blockage to coordination was service capacity. For early intervention coordination, the main blockage was again service capacity. Conclusions and recommendations included: (1) coordination can increase the cost of services by increasing the demand; (2) coordination is facilitated by complementary interests; (3) arrangements that minimize competition between agencies should be established; (4) regulations contribute to coordination problems; (5) coordination is facilitated when programs have a clear purpose compatible with the philosophies of other involved parties; (6) local coordination councils can facilitate coordination; (7) planning and adjustment to facilitate coorddination must continue after new projects have started; and (8) increased resources are often needed to reduce service blockages. (ABL)

ED 291 003 CG 020 535

Crime and Delinquency in California, 1985.
California State Dept. of Justice, Sacramento. Bureau of Criminal Statistics and Special Services.
PUB DATE- Sep 86
NOTE- 216p.; For the report for 1986, see CG 020 536. Portions printed on colored paper. Some illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Correctional Institutions; Courts; *Crime; *Criminals; *Delinquency; Juvenile Courts; *Law Enforcement; *Police; Prisoners; Sentencing; Trend Analysis
IDENTIFIERS- *California

A statistical portrait of crime and deliquency in California in 1985 is presented in this document. These topics are discussed and illustrated by data tables and graphs: crimes (violent, property); arrests (felony, misdemeanor, changes in rates); adult felony arrest dispositions (dispositions, arrestees convicted); adult corrections (supervision, caseload, adults committed to state institutions); juvenile justice system (arrests, dispositions, referrals, juvenile court); criminal justice agency expenditures and personnel; and citizens' complaints against peace officers. A criminal justice glossary and an explanation of known data limitations are provided in the appendix. A concluding data section gives 67 detailed tables of statistics on various categories of crime, arrests, convictions, dispositions, criminal justice agency expenditures, and numbers of justice personnel, sometimes providing several years' data. The report is further illustrated with reproductions of drawings by George Cruikshank. (ABL)

ED 291 004 CG 020 536

Crime and Delinquency in California, 1986.
California State Dept. of Justice, Sacramento. Bureau of Criminal Statistics and Special Services.
PUB DATE- Sep 87
NOTE- 258p.; For the report for 1985, see CG 020 535. Portions printed on colored paper. Some illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Correctional Institutions; Courts; *Crime; *Criminals; *Delinquency; Juvenile Courts; *Law Enforcement; *Police; Prisoners; Sentencing; Trend Analysis
IDENTIFIERS- *California

A statistical portrait of crime and deliquency in California in 1986 is presented in this document. These topics are discussed and illustrated by data tables and graphs: crimes (violent, property); arrests (felony, misdemeanor, changes in rates); adult felony arrest dispositions (dispositions, arrestees convicted); adult corrections (supervision, caseload, adults committed to state institutions); juvenile justice system (arrests, dispositions, referrals, juvenile court); and criminal justice agency expenditures and personnel. A criminal justice glossary, an explanation of known data limitations, and notations on the Penal Code requirements concerning complaints against peace officers and the reporting of domestic violence are provided in the appendix. A concluding data section gives 67 detailed tables of crime statistics, arrests, convictions, dispositions, criminal justice agency expenditures, and numbers of justice personnel, sometimes providing several years' data. Additional illustrations from "Daumier-120 Great Lithographs" are also used. (ABL)

ED 291 005 CG 020 537

Homicide in California, 1986.
California State Dept. of Justice, Sacramento. Bureau of Criminal Statistics and Special Services.
PUB DATE- Oct 87
NOTE- 103p.; Portions printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Correctional Institutions; Courts; *Crime; *Criminals; Death; *Police; Prisoners; Sentencing; *Trend Analysis; *Victims of Crime
IDENTIFIERS- *California; *Homicide

This document provides an annual overview of the crime of homicide and its victims, information on persons arrested for murder, and the system's response by type of disposition and sentence given. These topics are discussed and illustrated with 5 data tables and 43 graphs: (1) willful homicide crimes; (2) arrests for murder; (3) dispositions of adults arrested for murder; (4) death penalty cases; (5) peace officers killed in the line of duty; and (6) justifiable homicides. A final section contains 67 additional data tables which provide detailed information such as sex and age of victims distributed by race/ethnic groups for 1977-1986, known types of weapons, arrests for murder, dispositions of adults arrested for murder and convicted, justifiable homicides by peace officers, and peace officers killed in the line of duty. (ABL)

ED 291 006 CG 020 538

Progress Report on Alzheimer's Disease: Volume II.
National Inst. on Aging (DHHS/PHS), Bethesda, MD.
REPORT NO.- NIH-84-2500
PUB DATE- Jul 84
NOTE- 31p.; For volume III, see CG 020 539.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Behavioral Science Research; *Medical Research; *Mental Disorders; Older Adults; *Research and Development; Research Coordinating Units; *Research Needs; Research Projects; Scientific Research
IDENTIFIERS- *Alzheimers Disease

This document provides an overview of the state of scientific study of Alzheimer's disease, a disease of catastrophic proportions whose symptoms include serious forgetfulness; changes in personality; confused, restless, and irritable behavior; and problems with judgment, concentration, writing, reading, speech, and naming of objects. It discusses biological mechanisms related to Alzheimer's disease, including glucose metabolism and the molecular pathology of changes in the proteins of nerve cells of the cerebral cortex which are associated with the disease. Research conducted in the last decade about the cause of Alzheimer's is reviewed, including trace metal, slow virus, immunological, and genetic studies. Psychosocial research is discussed, noting that to date behavioral science research has focused on diagnostic tests to differentiate between Alzheimer's disease and multi-infarct dementia, on changes in language use in relation to brain function and dysfunction, and on special supports needed by families of victims. A review of clinical research discusses sleep studies and treatment approaches. Intramural initiatives by the National Institute on Aging, the National Institutes of Health, the National Institute of Mental Health, and the National Institute for Neurological and Communicative Disorders and Stroke are described. The report concludes that advances have been made in the past decade and that, at some future date, Alzheimer's disease may be prevented or cured. (ABL)

ED 291 007 CG 020 539

Progress Report on Alzheimer Disease: Volume III.
National Inst. on Aging (DHHS/PHS), Bethesda, MD.
REPORT NO.- NIH-86-2873
PUB DATE- Dec 86
NOTE- 21p.; For volume 2, see CG 020 538.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Demography; *Medical Research; *Mental Disorders; Older Adults; *Research and Development; *Research Needs; Scientific Research
IDENTIFIERS- *Alzheimers Disease

This report summarizes advances in the understanding of Alzheimer's disease, the major cause of mental disability among older Americans. The demography of the disease is discussed, noting that approximately 2.5 million American adults are afflicted with the disease and that the large increase in the number of Alzheimer's disease patients is due to the growth in numbers of older people, a better approach to diagnosis, better training of health care professionals regarding the problems of old age, and the public's awareness of Alzheimer's disease. A cost estimate of $35 billion for the care of Alzheimer's disease patients is given. Research advances in diagnosis of Alzheimer's disease are reviewed, including advances using magnetic resonance imaging, and a test for a protein in the blood of victims. Biological mechanisms of the disease including differences in healthy and diseased brains and changes in brain chemistry are discussed. Theories about the cause of Alzheimer's disease are reviewed, including an examination of the role of aluminum, infectious agents, and genes as well as risk factors for the disease. Assessment and treatment approaches are summarized. The report concludes with future research directions. (ABL)

ED 291 008 CG 020 540

Medicare: Legislative Amendment Would Avoid Adverse Effects on Disabled Beneficiaries. Report to Congressional Committees.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-135
PUB DATE- Sep 87
NOTE- 10p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6 or more, $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Federal Legislation; *Federal Programs; *Government Employees; *Insurance
IDENTIFIERS- *Medicare; Social Security Act

There is disagreement about who is to be the primary payer when dual coverage exists under Medicare and a employer-sponsored group health plan for federal, state, and local government employees after the Omnibus Budget Reconciliation Act of 1986. Medicare administrators of the Health Care Financing Administration interpret the Act as applying to government-sponsored plans; administrators of federal, state, and local government-sponsored plans do not. This report discusses the background of the disagreement and delays beneficiaries could experience getting their bills paid. The report concludes that the Social Security Act should be amended to resolve differences in interpretation by stating that Medicare is the second payer to government plans under section 1862(b)(4) of the Act to the same extent that the section applies to other health plans. Quick action is recommended to avoid delays in paying disabled beneficiary claims. (ABL)

ED 291 009 CG 020 541

Medicaid: Improvements Needed in Programs to Prevent Abuse. Report to the Secretary of Health and Human Services.

General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-75
PUB DATE- Sep 87
NOTE- 81p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6 or more, $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140) Reports - Research/Technical (143)
DESCRIPTORS- *Crime; *Evaluation Problems; *Federal Programs; Federal State Relationship; *Health Services; Information Seeking; Information Utilization; Medical Services; *State Action
IDENTIFIERS- *Medicaid
States are required by the Medicaid law to identify and investigate cases of suspected Medicaid abuse by reviewing recipients' and providers' use of Medicaid services. The General Accounting Office (GAO) conducted an assessment of programs to control recipient abuse in six states and to control provider abuse in four states to determine whether states were effectively identifying Medicaid abuse and to assess the extent of states' actions to apply sanctions against Medicaid abusers. The results revealed that some states were not effectively using their computerized management information systems to identify potential Medicaid abuse, some were reviewing only a small portion of the potentially abusive recipients identified, and most states had applied sanctions against few abusive Medicaid recipients. This document discusses actions needed to assure that state Medicaid agencies operate effective postpayment utilization review programs to identify and prevent abuse of Medicaid services. It includes a series of recommendations designed to: (1) assess the extent of provider and recipient abuse in each state; (2) establish minimum review requirements based on the results of the assessment; and (3) improve the states' use of their management information systems to identify potential abuse. Eight appendices describe methodology used to identify recipient abusers in California and provide comments from the Department of Health and Human Services and six of the states investigated. (NB)

ED 291 010 CG 020 542

Reauthorization Hearings on the Older Americans Act: Part 1. Hearings before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (March 9, 23; and April 6, 1987).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 87
NOTE- 513p.; Serial No. 100-18. For part 2, see CG 020 543. Portions contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Aging (Individuals); *Federal Legislation; *Government Role; Hearings; Individual Needs; *Older Adults
IDENTIFIERS- Congress 100th; *Reauthorization Legislation
This document contains the text of three hearings which constitute part one of the Congressional hearings held to examine reauthorization of the Older Americans Act. It provides an historical overview of the Older Americans Act of 1965 and discusses various issues involved in the reauthorization. Opening statements are included from Representatives Dale Kildee, Mario Biaggi, Thomas Tauke, and Fred Grandy. Witnesses providing testimony include: (1) Dolores Battle, United States Department of Labor; (2) William Bechill, former United States Commissioner on Aging; (3) Elaine Brody, Philadelphia Geriatric Center; (4) Sonia Crow, Food and Nutrition Service, Department of Agriculture; (5) Jill Duson, president, National Association of State Long Term Care Ombudsman Programs; (6) Toby Felcher, Association of Nutrition and Aging Services Programs; (7) Carol Fraser Fisk, Commissioner on Aging; (8) John Paul Hammerschmidt, Congressman from Arkansas; (9) William Hutton, National Council of Senior Citizens; (10) Eugene Lehrmann, American Association of Retired Persons; (11) Donna McDowell, Wisconsin Bureau of Aging; (12) Russell Proffitt, National Association of Area Agencies on Aging; (13) Donald Reilly, National Council on Aging; (14) Samuel Simmons, National Caucus and Center on Black Aged, Inc.; and (15) Ron Wyden, Congressman from Oregon. Prepared statements, letters, and supplemental materials are included. (NB)

DOCUMENT RESUME

ED 291 011 CG 020 543

Reauthorization Hearings on the Older Americans Act: Part 2. Hearings before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundredth Congress (Montpelier, VT, March 28; Flint, MI, April 11; and Algona, IA, April 24, 1987).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 87

NOTE- 413p.; Serial No. 100-19. For part 1, see CG 020 542. Portions contain small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Aging (Individuals); *Federal Legislation; *Government Role; Hearings; Individual Needs; *Older Adults

IDENTIFIERS- Congress 100th; *Reauthorization Legislation

This document contains the text of three hearings held in Vermont, Michigan, and Iowa which constitute part two of the Congressional hearings held to examine reauthorization of the Older Americans Act. Opening statements are included from Representatives Dale Kildee, Tom Sawyer, Fred Grandy, and Thomas Tauke. Testimony is provided from 55 witnesses representing: (1) several Area Agencies on Aging; (2) the Michigan Office of Services to the Aging; (3) the Vermont Office of Aging; (4) the Iowa State Department of Elder Affairs; (5) state and local agencies concerned with aging issues; (6) groups providing services to older adults, including Senior Citizens Services, Caregivers, American Association of Retired Persons, Amicare Home Health Services, Professional Nursing Service, Senior Center, the Information Center, Swiss Valley Farms, and the Alzheimer's Disease Association of Vermont; (7) the Food and Nutrition Service, United States Department of Agriculture; (8) United States Senator Tom Harkin; and (9) several residents of Vermont, Michigan, and Iowa. Witnesses provide evidence that the Older Americans Act is a vital program which serves the elderly well. Prepared statements, letters, and supplemental materials are included. (NB)

ED 291 012 CG 020 544

Benjamin, Libby; Walz, Garry R.
9 for the 90s: Counseling Trends for Tomorrow.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 38p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Change Agents; Client Characteristics (Human Services); Cognitive Style; *Counselor Qualifications; *Counselor Role; *Futures (of Society); Individual Needs; Individual Power; *Marketing; Midlife Transitions; Population Trends; School Counselors; Stress Management; *Technology
IDENTIFIERS- *Computer Assisted Counseling
This information analysis identifies emerging counseling priorities for the 1990s and suggests ways that counselors might prepare themselves for the future. The nine priorities discussed in the paper include: (1) learning to learn; (2) life transitions; (3) technology, computers, and counselors; (4) demographic trends and their impact on counseling; (5) marketing; (6) stress management; (7) resource resourcefulness; (8) change agentry; and (9) personal empowerment. Learning styles and preferences of students, reasons that counselors should counsel according to a client's learning style, and ways that counselors can help students learn to learn are examined. Differences between counseling adults and counseling students are explained, psychological concerns of adults seeking counseling are enumerated, and counselor areas of contribution are discussed. The section on technology gives characteristics of computers and technology, examines new and emerging counselor roles in using computers, and discusses counselor role priorities. Several demographic trends are identified and their impact on counseling is considered. Marketing issues discussed include product and service life cycle, marketing in counseling, marketing concepts, and a marketing list for counselors. The section on personal empowerment gives characteristics of self-empowered persons and describes counselor opportunities and responsibilities. (NB)

ED 291 013 CG 020 545

Smith, Robert L.
Human Resource Development: An Overview.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 80p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($9.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Career Development; Classification; Employee Assistance Programs; *Human Resources; *Labor Force Development; *Organizational Climate; *Organizational Development; Outplacement Services (Employment)
This information analysis concerns human resource development (HRD), defined as consisting of programs and activities that positively affect the development of the individual and the productivity and profit of the organization. Several key human resource development components are identified and discussed: (1) training and development; (2) organizational development; (3) employee assistance programs; (4) career development; and (5) performance appraisal. Traditional human resource functions are described, including consultation, human resource planning, compensation, employee relations, recruitment, and employee outplacement. A classification system is outlined to aid in understanding programs and activities which can be conducted within the HRD component. The revolution, growth, and professionalization of HRD is considered, and HRD's placement within an organization is described. Several external factors that the HRD professional must accept are identified, including changing work values, government regulations, customer expectations, changing technology, competition, economic conditions, unions, corporate image, and the labor market. Organizational climate is discussed and factors that contribute to the organizational climate are identified. Assessment of the organizational climate is explained, and the relationship between organizational climate and HRD is explored. (NB)

ED 291 014 CG 020 546

Bolton-Brownlee, Ann
Alcohol Use among College Students. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 87
NOTE- 3p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Alcohol Education; *College Students; *Counseling Techniques; *Drinking; Environmental Influences; Family Influence; Higher Education; Identification; Peer Influence; Personality Traits; Sex Differences; *Student Behavior
IDENTIFIERS- *Alcohol Use; ERIC Digests
This factsheet examines alcohol use among college students. It explains how to identify problem drinking, discussing negative consequences of drinking, excessive consumption and intoxication, and reasons for drinking. Correlates of problem drinking are described in the areas of personality and gender; peer, family, and environmental influences are considered. It concludes with a look at counseling and alcohol education programs. Ten resource documents are listed. (NB)

ED 291 015 CG 020 547

Beekman, Nancy
The Dropout's Perspective on Leaving School. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 3p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Failure; Adolescents; *Dropout Attitudes; *Dropouts; Employment Opportunities; *Motivation; Negative Attitudes; Reentry Students; Secondary Education
IDENTIFIERS- ERIC Digests
This factsheet considers dropping out of school from the dropout's point of view: reasons for dropping out, life after leaving school, and the dropouts' own evaluation of their decision to leave school. It identifies a dislike of school, low academic achievement, and a desire to work as key reasons for dropping out. Thirteen resource documents are listed. (NB)

ED 291 016 CG 020 548

Shill, Karen
Precollege Guidance and Counseling. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 3p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Admissions Counseling; *College Bound Students; College Choice; College Preparation; *Counselor Role; Decision Making; Elementary Secondary Education; Equal Education; *School Counseling; *School Counselors; *School Guidance; Student Needs
IDENTIFIERS- ERIC Digests
This factsheet explores the school counselor's role in helping college-bound students. Equity in counseling is considered in the areas of access to counseling and student tracking. Timelines in precollege counseling are presented for elementary and junior high grades, and for each grade level in high school. Eight resource documents are listed. (NB)

ED 291 017 CG 020 549

Benjamin, Libby
Understanding and Managing Stress in the Academic World. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 3p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *College Faculty; *College Students; *Coping; Counseling Techniques; Higher Education; Intervention; Prevention; *School Counselors; *Stress Management; *Stress Variables; Student Needs
IDENTIFIERS- ERIC Digests
This factsheet presents several generalizations regarding stress, then looks specifically at faculty/counselor distress and student distress. Coping strategies to help faculty and counselors reduce their own stress and the stress of students are listed; both preventive and combative strategies are included. (NB)

ED 291 018 CG 020 550

Klimek, David; Anderson, Mary
Understanding and Parenting Adolescents. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 3p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescent Development; *Adolescents; Change; *Developmental Tasks; *Family Life; *Family Relationship; *Parent Child Relationship; Psychological Patterns; Self Evaluation (Individuals); Significant Others
IDENTIFIERS- ERIC Digests
This factsheet considers the psychological task of adolescence, explains the adolescent's separation from his/her parents, and gives child and parent checklists for evaluating family functioning. Patterns of family development are discussed, including midlife parental development and the influence of previous generations. The role of non-family adults is described. (NB)

ED 291 019 CG 020 551

Pyke, Sandra W.; And Others
Counselling Evaluation: The Target-Complaint Technique.
PUB DATE- May 87
NOTE- 27p.; Paper presented at the Annual Canadian Guidance and Counseling Association Conference (Toronto, Ontario, Canada, May 19-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Client Characteristics (Human Services); College Students; Comparative Analysis; *Conflict Resolution; *Counseling Effectiveness; Foreign Countries; Higher Education; *Participant Satisfaction; *Problem Solving; School Counseling; Student Improvement
IDENTIFIERS- Canada
Although college counseling agencies serve many clients, published accounts of counseling outcomes in these agencies are relatively rare. An important aspect of counseling evaluation is the client's resolution of presenting and subsequent problems. This study investigated the impact of counseling on university students using a measure of symptom relief, obtained by comparing the client's own rated severity of presenting problem at intake with a posttreatment rating, and a measure of client satisfaction. The sample consisted of 102 female and 53 male clients and a control group of 47 females and 8 males. Chi-square analysis revealed a higher return for controls (84%) than for clients (54%) ($p<.01$). T-tests performed on the target-complaint data showed that female clients reported more improvement on their presenting problem than did male clients ($p<.01$) and that female clients reported more improvement than did female controls ($p<.05$). Inconsistency of individual client responses on the two outcome measures is interpreted in terms of the support function provided by the counselor. The importance of using both measures in future research is stressed. (Author/NB)

ED 291 020 CG 020 552

Wallace, Gaylen R.; Walker, Susan P.
Self-Concept and Degree of Congruence between Vocational Interests and Academic Major in College Students.
PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Annual Convention of the American Assocation for Counseling and Development (New Orleans, LA, April 21-25, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Congruence (Psychology); Higher Education; *Majors (Students); Racial Differences; *Self Concept; *Self Esteem; Sex Differences; *Vocational Interests

Several writers have hypothesized that college students highest in degree of congruence between their college major and their personality type tend to have the highest level of achievement, satisfaction, and stability. This study investigated congruency between college students' vocational interests and their chosen academic major as an implementation of their self-concept. College juniors and seniors (N=188) completed the Strong Campbell Interest Inventory (SCII) and the Wallace Self-Concept Scale. The dependent variable was congruence between a student's college academic major and the personality type or profile on the General Occupational Theme subscales of the SCII. Independent variables were self-concept, gender, and ethnic origin. Data analyses revealed a main effect due to the self-concept categories. There was no main effect for gender, no interaction effect of gender and self-concept, no main effect for ethnic origin, and no interaction effect of ethnic origin and self-concept on the dependent variable. Findings confirmed the hypothesis that college students with high self-concepts tended to have high congruence between vocational interest profile and selection of an academic major. Conversely, college students with low self-concepts tended to have low congruence between vocational interest profile and selection of an academic major. These results may be applied to several aspects of academic advising. (NB)

ED 291 021 CG 020 553

Jackson, Linda A.; And Others
Gender Stereotypes and Attributions: A Bayesian Analysis.
PUB DATE- Aug 87
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attribution Theory; College Students; Expectation; *Failure; Higher Education; *Prediction; *Sex Differences; *Sex Stereotypes; *Success
Early research demonstrating an association between success and the male stereotype and between failure and the female stereotype, and the Bayesian analysis of attribution theory provided the bases for predictions about the effects of gender and performance outcomes on probability estimates of future success. The relation between gender stereotypes and attributions for skill-based performance were examined from the framework of the psychology of prediction. College students (N=235) observed a videotaped male or female target either succeed or fail at a task. Following this observation, a male or female coactor either succeeded or failed at the same task. After viewing the tapes, subjects made probability estimates of the targets' future success at similar tasks. Probability estimates of the target's future success revealed that males benefited more from success than did females, and that females were hurt more by failure, whether their own or another's, than were males. Given identical successful performances, probability estimates of future success were greater for males than for females. Support for predictions derived from attribution theory suggest that the effects of consensus information on attributions depend on the congruence of outcomes with gender stereotypic expectations. (Author/NB)

ED 291 022 CG 020 554

Jackson, Linda A.; And Others
Gender, Gender Role, and Body Image.
PUB DATE- Aug 87
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Physical Fitness; *Physical Health; Self Concept; *Sex Differences; *Sex Role; *Sexual Identity
IDENTIFIERS- *Physical Appearance
This study examined the importance of gender and gender role in understanding self-perceptions of body image. Male and female college students (N=166) who differed in gender role as measured by the Bem Sex Role Inventory completed the Body-Self Relations Questionnaire, a new measure of body image containing 140 items which fit a 3 x 3 matrix that fully crosses three somatic domains (physical appearance, physical fitness, and physical health) with three psychological dimensions (evaluation, importance, and behaviors). The results revealed that females placed more emphasis on physical appearance than did males, while the reverse was true for physical fitness. The importance of physical appearance to feminine females and the unimportance of physical fitness to feminine males were also evident from the results. Future research might examine actual physical and behavioral differences among the gender role groups and compare them to differences in self-perceptions. (Author/NB)

ED 291 023 CG 020 555

Greene, Richard J.; And Others
Experimentally Induced Empathy and Its Role in Reducing Aggression.
PUB DATE- Aug 87
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Aggression; Emotional Response; *Empathy; Grade 4; Intermediate Grades; Interpersonal Relationship; Males; *Preadolescents

This study attempted to induce empathy toward a hypothetical individual in an effort to reduce aggressive responses directed toward him. Forty fourth grade volunteer boys from two Michigan public schools were administered the Index of Empathy for Children and Adolescents to determine pre-existing empathic potential (EP). Subjects were matched for EP and assigned to either an experimental or control group. Experimental subjects were given sad information about the hypothetical boy and were told to imagine themselves in his place. Control subjects were given neutral information about the boy not designed to evoke empathy. The character was then described as behaving obnoxiously toward an imaginary victim on four occasions. Following each of the four scenarios, subjects were asked how the victim would respond. Subjects' responses were coded for aggressiveness. The results revealed that the mean aggressive score of the experimental group's responses was significantly lower than that of the control group for the first story administered. Experimental subjects with high EP were rated significantly lower on the aggressiveness of their responses to the first story than were other experimental subjects. Significantly fewer experimentals than controls said the victim would choose aggressive retaliatory responses on one or more of the four occasions. These findings support the hypothesis that empathy arousal can reduce the experience and expression of aggression. (Author/NB)

ED 291 024 CG 020 556

Kane, Andrew W.
The Wisconsin Coalition on Sexual Misconduct by Psychotherapists and Counselors: A Community Effort.
PUB DATE- Aug 87
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Change; *Counselor Client Relationship; *Ethics; *Sexual Abuse; *State Legislation; *Victims of Crime
IDENTIFIERS- *Coalitions; Wisconsin
This report describes how a victim of sexual misconduct by a therapist and the victim's response to a conference presentation by a member of the Wisconsin State Psychology Examining Board on the stages involved in the filing, investigation, prosecution, and adjudication of complaints made to the Board helped to create the Wisconsin Coalition on Sexual Misconduct by Psychotherapists and Counselors. It explains: (1) the creation of a task force to study the subject and make recommendations for action; (2) the expansion of the task force to include representatives of every mental health profession and related groups; (3) the task of the larger group to establish a set of goals and objectives; (4) a survey taken of mental health professionals in Wisconsin asking whether they had someone in therapy who had sexual contact which a therapist or counselor which revealed 655 reports of sexual misconduct with a therapist or counselor; (5) the need for legislative changes and actions being taken to effect such changes; and (6) task force publication of guides for clients and positions papers on relevant issues. The paper describes how the task force became a coalition, lists the membership of the coalition, outlines agenda items currently under consideration, and gives the ingredients for a successful coalition. (NB)

ED 291 025 CG 020 557

Swoboda, Joseph S.; Dowd, E. Thomas
Reframing and Restraining Directives in the Treatment of Clinical Depression.
PUB DATE- Aug 87
NOTE- 31p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Client Characteristics (Human Services); Comparative Analysis; *Counseling Effectiveness; *Counseling Techniques; *Depression (Psychology); Intervention; *Outcomes of Treatment; Paradox
IDENTIFIERS- *Paradoxical Techniques; *Reactance (Psychology)
Previous studies have shown that paradoxical directives are effective in decreasing depression over time but, in general, found that they were no better than nonparadoxical directives. Subjects in the studies were mildly to moderately depressed college students who were not assessed on reactance level. This study examined the differential effects of paradoxical reframing versus paradoxical restraining directives in high- or low-reactant clients (N=67) from a clinical population who experienced moderate to severe depression. High- and low-reactant clients were randomly assigned to one of three treatment conditions: a paradoxical reframing directive condition, a paradoxical restraining directive condition, or a pseudo-therapy control group. Treatment involved five sessions with a counselor. A follow-up session occurred approximately 4 to 6 weeks after treatment ended. Results showed that subjects in all conditions significantly reduced their depression. There were no differential effects due to treatment condition or reactance level. Subjects in the control condition felt significantly more in control of their depression at follow-up than did subjects in the two paradoxical interventions. All subjects felt significantly better able to cope with their depression at follow-up. Findings have implications for the compliance-defiance model. (Author)

DOCUMENT RESUME

ED 291 026 CG 020 558

Bogdaniak, Roman C.; Coronado, Maria G.
Suicide Prevention in Special Populations.
PUB DATE- May 87
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association of Suicidology and International Association For Suicide Prevention (20th, San Francisco, CA, May 25-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Diagnosis; *Counseling Techniques; *Depression (Psychology); Identification; Individual Differences; Interdisciplinary Approach; *Intervention; *Prevention; *Subcultures; *Suicide

Suicide prevention techniques, from a clinical perspective, need to be as diversified as the population they serve. In certain special population groups, suicide has reached epidemic proportions, and there is a significant public health need for specific suicide prevention strategies. Special populations need to be identified and their suicide risk evaluated. Women, adolescents, the elderly, ethnic minorities, the emotionally disturbed, professionals, runaways, and other subgroups need biologically and environmentally specialized suicide prevention services. Historically four basic strategies have been applied to the evaluation process of suicide risk and in suicide prevention program design: (1) matching the social demographics of completed suicides; (2) psychometric assessments; (3) psychological profiles; and (4) designation of specific high risk groups. Parents, teachers, and professionals in all fields can learn to recognize the symptoms of depression or the warning signs of suicidal ideation. They can learn to recognize when someone troubled needs professional treatment and how to help network professional care. The community need for interdisciplinary suicide intervention strategies is imperative. Planning and implementation of suicide intervention and prevention programs should begin within designated special population groups identified through research. (NB)

ED 291 027 CG 020 559

Anshel, Mark H.
The Use of Cognitive Strategies To Enhance Motor Skill Acquisition and Retention in the Elderly.
PUB DATE- 83
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Age Differences; Cognitive Processes; *Cognitive Style; *Older Adults; *Perceptual Motor Learning; *Psychomotor Skills; Retention (Psychology); *Skill Development
It has been hypothesized that the use of techniques to enhance motor skill acquisition and retention in the elderly may retard the onset of retirement, result in the continuation of a productive professional career, allow continued participation in recreational activities, and possibly slow the decline in physiological functions that normally accompanies aging. Recently there has been extensive research on mental operations and the ways in which a person can use certain cognitive strategies to enhance learning and performing of skilled movements. This paper: (1) examines the efficacy of using cognitive strategies as a method to enhance motor skill learning; (2) analyzes some of the differences between older and younger learners in their ability to learn and perform movement skills to better understand how aging affects motor skill acquisition and performance processes; and (3) suggests ways in which the elderly can learn and perform skills more effectively through the use of cognitive strategies. (NB)

ED 291 028 CG 020 560

Rubin, Simon Shimshon
The Dilemmas of Supervision: Supervisors in Peer Supervision.
PUB DATE- Aug 84
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Training; Foreign Countries; Higher Education; *Psychotherapy; Supervision; *Supervisors; Supervisory Methods; *Supervisory Training
IDENTIFIERS- Israel
The Postgraduate Center for Psychotherapy in Haifa, Israel has developed a one-year seminar in psychodynamic supervision for practicing supervisors. Twenty-five participants took part in group seminars designed to address the process of supervision and the theoretical, personal, and stylistic differences among supervisors. This paper describes the context of group discussions and looks at group processes and evolution since the seminar began in the 1982-1983 academic year. Several salient issues discussed in the groups are examined, including: (1) whether the primary focus of supervision is on the student-therapist or the client; (2) the developmental phase of the supervisee; (3) attention to the therapist's personality; (4) therapists who have not been in psychotherapy; (5) competing models of treatment; (6) evaluation of the supervisee; and (7) multidimensional influences among patient, therapist, and supervisor. Illustrative case material is considered. Suggestions for those considering working on supervision of supervision are included in the areas of the learning function, the supportive function, the exploration of countertransference, attention to the supervisory process for implications concerning therapy, and the evaluation role. (NB)

ED 291 029 CG 020 561

Heesacker, Martin; And Others
Holland Code, Job Satisfaction and Productivity in Clothing Factory Workers.
PUB DATE- Aug 87
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attendance Patterns; *Blue Collar Occupations; *Employee Attitudes; Fashion Industry; Females; *Job Satisfaction; *Personality Traits; Productivity; *Sewing Machine Operators; Work Attitudes; *Work Environment
IDENTIFIERS- Holland Self Directed Search
Published research on vocational interests and personality has not often assessed the characteristics of workers and the work environment in blue-collar, women-dominated industries. This study administered the Self-Directed Search (Form E) to 318 sewing machine operators in three clothing factories. Holland codes, productivity, job satisfaction, absenteeism, and insurance claims were assessed. Contrary to Holland's (1977) conventional-realistic classification of this work environment, most subjects obtained a social code. Holland code predicted satisfaction on only one measure ($p < .03$), with social subjects most satisfied, conventional and realistic subjects moderately satisfied, and other-coded subjects least satisfied. Productivity results were similar. Holland code did not affect absenteeism or insurance claims. The hypothesis that environment-personality congruence promotes satisfaction and productivity, and reduces absenteeism and injury was not supported. (Author/NB)

ED 291 030 CG 020 562

Boyer, Susan P.; Sedlacek, William E.
Noncognitive Predictors of Counseling Center Use by International Students. Research Report #2-87.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Style; College Students; *Counseling Services; *Foreign Students; Goal Orientation; Higher Education; Personality Traits; Predictor Variables; *Student Adjustment; Student Characteristics; *Student Needs; Use Studies
IDENTIFIERS- *Help Seeking
While research has suggested numerous problems and adjustment difficulties faced by international students attending colleges and universities in the United States, cultural differences may be barriers for international students in their seeking and receiving help for such problems. This study was conducted to examine whether certain noncognitive variables, shown previously to be predictive of academic success for international students, were predictive of whether international students used counseling services at a university counseling center. Freshman international students (N=230) completed the Noncognitive Questionnaire during an orientation data collection session. Students' responses were compared with their use of counseling center services over the next eight semesters. The results revealed three noncognitive variables which significantly ($p < .05$) predicted counseling center use: understanding and ability to deal with racism; nontraditional ways of acquiring knowledge; and preference for long-term goals over short-term, immediate needs. These findings have implications for designing outreach and counseling services for international students. (Author/NB)

ED 291 031 CG 020 563

Boyer, Susan P.; Sedlacek, William E.
Counseling Expectations: Differences by Gender and Presenting Problem. Research Report #13-87.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; *Counseling Services; *Expectation; Higher Education; *Sex Differences
IDENTIFIERS- *Help Seeking
Expectations about counseling has been shown to be an important determinant of the effectiveness of counseling. The relationship between counseling expectations and interest in seeking counseling was explored in 450 incoming college students as part of their freshman orientation program. Subjects completed one of three versions of the Expectations about Counseling Scale, measuring their expectations about either educational/vocational counseling, emotional/social counseling, or counseling with no content area specified. Data analysis revealed a significant main effect for subject gender. Compared to males, females scored higher in responsibility, openness, and motivation; obtained higher scores in their expectations for acceptance, attractiveness, genuineness, trustworthiness, and nurturance; and expected more immediacy and concreteness in the counseling process and a higher quality outcome. Compared to females, males expected more directiveness, empathy, expertise, and self-disclosure on behalf of counselors. No other significant main effects or interaction effects were found; no significant differences were found in students' expectations for different types of counseling. (Author/NB)

ED 291 032 CG 020 564

Korabik, Karen; Ayman, Roya
Androgyny and Leadership Style: Toward a Conceptual Synthesis.
PUB DATE- 31 Aug 87
NOTE- 28p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Androgyny; Foreign Countries; *Leadership Qualities; Leadership Styles; *Managerial Occupations; *Personality Traits; *Sex Differences; *Sex Role; Sexual Identity
IDENTIFIERS- Canada
Although the idea of androgynous leadership has been discussed frequently in the management literature, little empirical evidence has been accumulated to support a conceptual integration. Results of preliminary research support the hypothesis that sex-role orientation is a better predictor of leadership behavior than is biological sex. This study was conducted to replicate the results of previous research using actual managers as subjects, to extend the proposed conceptual model by incorporating other variables relevant to managerial leadership which also pertain to the dimensions of instrumentality and expressiveness, and to examine the relationship between sex-role orientation and self-perceptions of managerial effectiveness. Male (N=121) and female (N=126) middle to upper level managers completed the Bem Sex Role Inventory; the Job Description Index; a job stress scale; and adaptations of the Ohio State Leadership Behavior Description Questionnaire, the Thomas-Kilmann Conflict Resolution Scale, and the Profile of Organizational Influence Strategies. Subjects rated their leadership effectiveness, how good a manager they were, and how well their subordinates performed. The results strongly support the contention that biological sex is not an important factor in determining managerial style. They provide empirical evidence for a conceptual synthesis of androgyny, leadership, and conflict

resolution theories. (NB)

ED 291 033 CG 020 565

Achieving Success with More Students: Addressing the Problem of Students At Risk, K-12.
Pennsylvania State Dept. of Education, Harrisburg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 145p.; Section heading pages are printed on light blue paper.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Delinquency; Drinking; Dropouts; Drug Abuse; *Elementary Secondary Education; *High Risk Students; Pregnancy; Problem Solving; *School Role; *Student Problems; Suicide

This resource book was developed to provide information that state and local leaders can use to stimulate discussion of the problem of students at risk and support the planning of initiatives that address the problem. An overview defines students at risk, summarizes the content of the book, and lists recent reports and publications on the problem of students at risk. Section I presents eight sets of data, summarizing national and state data on the changing nature of students attending the public schools, students who do not become engaged in school activities, drug and alcohol use, delinquency, teenage pregnancy, school dropouts, teenage suicide, and student achievement. The second section reviews four lines of research that suggest that schools can be more successful with more students. The third section provides an overview of the kinds of data that school staff can use to identify students in need of assistance and educational practices in need of improvement. The fourth section provides a framework for comparing approaches that schools are trying in order to become more successful with students at risk. The final section recommends that the problem of students at risk be considered in the context of Pennsylvania's Long-Range Planning process. It provides an overview of the "Program Development Evaluation Method" and discusses obstacles frequently raised by school staff. Fifteen tables and 13 figures are included. (NB)

ED 291 034 CG 020 566

Medicare and Medicaid: Stronger Enforcement of Nursing Home Requirements Needed. Report to the Ranking Minority Member, Special Committee on Aging, U.S. Senate.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-113
PUB DATE- 22 Jul 87
NOTE- 76p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6 or more, $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compliance (Legal); *Federal Legislation; *Law Enforcement; *Nursing Homes; *State Standards
IDENTIFIERS- Medicaid; Medicare

At the request of Senator John Heinz, the General Accounting Office (GAO) conducted a study on the quality of care provided to nursing home residents to determine the extent of repeated noncompliance with federal requirements that could affect resident health and safety and to evaluate the adequacy of federal and state enforcement actions to correct the deficiencies. The study was conducted in Arkansas, California, Connecticut, Kansas, and Wisconsin. The GAO identified nursing home requirements that most directly affected resident care, health, or safety; analyzed nursing homes' compliance with those requirements during the four most recent inspections; developed detailed case studies on 26 judgmentally selected nursing homes to evaluate the adequacy of enforcement actions; reviewed federal and state laws relating to nursing home care; evaluated potential alternative sanctions; and interviewed federal, state, and private sector officials. The results revealed that repeated noncompliance was widespread, that nursing homes with serious deficiencies avoided penalties, and that alternative penalties were needed. Based on these findings, the GAO recommended passage of federal legislation to establish a wide range of alternative sanctions for noncompliance with nursing home requirements. (NB)

ED 291 035 CG 020 567

Oversight Hearing on Jobs and Education for the Homeless. Joint Hearing before the Committee on Education and Labor and the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session (Los Angeles, California, March 20, 1987).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
REPORT NO.- SCOA-Pub-100-521
PUB DATE- 20 Mar 87
NOTE- 223p.; Serial No. 100-15. Some pages contain small, light type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Achievement; Government Role; Hearings; *Homeless People; *Individual Needs; *Mental Health; *Unemployment
IDENTIFIERS- Congress 100th

This document provides witnesses' testimonies and prepared statements from the Congressional hearing held in Los Angeles, California to examine the problems of the homeless and to suggest ways to alleviate some of the problems of the homeless. Opening statements are included by Representatives Augustus Hawkins, Edward Roybal, and Matthew Martinez. Witnesses providing testimony include: (1) Ernani Bernardi and Richard Alatorre, Los Angeles City Councilmen; (2) Gabriel Cortina, assistant superintendent for adult and occupational education, Los Angeles Unified School District; (3) Edward Eisenstadt, director, alcohol and residential services, Volunteers of America; (4) Rodger Farr, Los Angeles County Department of Mental Health; (5) John Haley, director, Mary Lind Foundation; (5) Martha Brown Hicks, president, Skid Row Development Corp.; (6) Maxene Johnston and Janet Larkly, Weingart Center Association; (8) Nancy Mintie, Inner City Law Center; (8) Bruce Monroe, Crime Prevention through Substance Abuse Treatment; (9) Buddy Nadler, Economic Development Committee; (10) Robert Nelson, Los Angeles Business Labor Council; (11) Steven Porter, Los Angeles City Community Development Department; (12) Bette Ripp, People in Progress, Inc.; (14) Thomas Settle, Wings Over Jordan, Inc. and Caring Hands Programs; (15) David Silva, Secretary Treasurer of Los Angeles Union of the Homeless; and (16) three homeless persons, Nick Brkich, George Mount, and David Quail. Prepared statements, letters, and supplemental materials are included. (NB)

ED 291 036 CG 020 568

Five Year Report: Office on Family Violence and Sexual Assault.
Rose Enterprises, Wright, WY.
SPONS. AGENCY- Wyoming State Dept. of Health and Social Services, Cheyenne. Div. of Community Programs.
PUB DATE- Nov 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Battered Women; Family Problems; *Family Violence; *Prevention; *Rape; Research Needs; *Sexual Abuse; Social Support Groups; State Legislation; *State Programs; Victims of Crime
IDENTIFIERS- *Wyoming

This report describes family violence and sexual assault and the specific nature and extent of the problem in Wyoming as illustrated by data obtained from statewide surveys and studies. Past efforts to address the problem are presented in an historical overview. Program operations are described, including the areas of safe houses, support groups, volunteers, training, conferences, research, education, and funding. Future plans for expanded education efforts, informational handbooks, mandatory arrest legislation, research and goals to prevent family violence and support victims in Wyoming are discussed. Family violence and sexual assault programs in Wyoming are listed. Excerpts from published articles describing incidents of family violence and assault are included. (ABL)

ED 291 037 CG 020 569

Cantrell, Leslie A., Comp.
Alcohol and Family Violence.
SPONS. AGENCY- Wyoming State Dept. of Health and Social Services, Cheyenne. Div. of Community Programs.
PUB DATE- Aug 86
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reference Materials - Bibliographies (131)

DESCRIPTORS- Alcohol Abuse; *Alcoholism; *Battered Women; Drug Abuse; *Family Violence; *Intervention; Theories; *Victims of Crime

This document reports on the relationship between alcohol abuse and battering. Several theories, e.g., the disinhibition, disavowal, and learned behavior theories concerning the relationship between alcohol abuse and family violence are discussed. Literature on the relationship between alcohol and family violence is reviewed. Five intervention and treatment strategies are suggested and described. The relationship between alcohol abuse and victims of battering is discussed. The problem is described and literature reviewed. Seven recommendations for intervention and treatment are made, beginning with a better protocol for identifying affected victims of violence. A bibliography lists books on family violence, alcohol and family violence, and alcohol abuse and alcoholism, and this is followed by a list of 47 articles on similar topics. An analysis of local statistics on alcohol abuse and other drug abuse among victims and their abusers is included. Copies of two brochures on alcohol and drug abuse and battered women are included. (ABL)

ED 291 038 CG 020 570

Gudim, Laurie, Comp.; And Others
"Battered Women" and Previous Victimization: Is the Question Relevant?
SPONS. AGENCY- Wyoming State Dept. of Health and Social Services, Cheyenne. Div. of Community Programs.
PUB DATE- Jun 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Background; *Battered Women; Experience; *Family Violence; Marital Instability; *Theories; *Victims of Crime
This report discusses battered women and the role of their previous victimization. After a literature review on family violence in general, these topics are discussed: (1) family violence and the patriarchy; (2) the historical background of family violence; (3) intergenerational cycle of violence; and (4) psychological literature's four ways (traditional sex-role socialization approach, provocative wife argument, learned helplessness analysis, and personal resources theory) of focusing on the battered woman to discover her role (perceived as complicity) in battering. Literature specifically addressing previous victimization of battered women is reviewed. Growth strategies for survivors and helpers are presented, beginning with the statement that there is no evidence of a unilateral cause-effect relationship between previous victimization and loving a man who batters women. Guidelines on choosing a therapist are described. A seven-page bibliography is included. (ABL)

ED 291 039 CG 020 571

Grina, Michaele Erin
A Descriptive Study of Community College Students Coping with Examination Stress.
PUB DATE- 30 Apr 87
NOTE- 16p.; Excerpt from Ph.D. Dissertation, Oregon State University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Cognitive Style; *Community Colleges; *Coping; Counseling Services; *Stress Variables; *Test Anxiety; Two Year Colleges; *Two Year College Students
In previous research students' reactions to examinations from a cognitive-process perspective have been based on a singular study of university college students. The purpose of this study was to describe and predict students' reactions to a community college mid-term examination, based on a cognitively-oriented, process-centered theory of stress and coping. Students' reactions were expected to produce shifting patterns of their thinking, feeling, and coping through three stages of the examination: anticipation stage before the examination (Time I); the day of the examination (Time II); and the outcome stage when grades were announced (TIme III). Subjects consisted of freshman and sophomore community college student volunteers (N=117) enrolled in a mathematics course. Personality traits, emotions, and coping were assessed. Findings of the study in regard to stress and coping being defined as a process were inconclusive. In contrast to an earlier study, stress emotions were not shown to be a process. The results for considering coping as a process were also inconclusive, although significant changes in coping were observed. Individual differences in emotional reactions recorded at each stage of the examination were due in large part to cognitive appraisal and coping. (Implications of the research for counseling programs promoting academic achievement, study skills classes, and counseling test-anxious students are presented.) (ABL)

ED 291 040 CG 020 572

Borkman, Thomasina
The Alcohol Services Reporting System (ASRS) Revision Study.
SPONS. AGENCY- California State Dept. of Alcohol and Drug Programs, Sacramento.
PUB DATE- 15 Aug 86
NOTE- 91p.
CONTRACT- A-0097-4
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcoholism; *Community Services; County Programs; Program Administration; *Program Evaluation; *Program Improvement; Program Proposals
IDENTIFIERS- California
This document reports a revision study of the California Alcohol Services Reporting System (ASRS), a system which consists of a structure of definitions and categories of services, a budget form of planned alcohol services, instructions for the county plan, and the report of expenditures. The study problem is that the ASRS structure of definitions, categories and forms may be too restrictive and inadequate to accurately reflect the current diversity of publicly funded alcohol programs and services in California. The study methodology consisted of a literature review and site visits to and interviews with purposive samples of county alcohol programs and local service providers. Selective characteristics of the county alcohol programs and of the local service providers that were visited are described. The diversity of models of service in publicly funded programs is discussed. Six issues regarding the County Alcohol Program Administrators' use and evaluation of components of the ASRS are discussed. These include overall use; problems with direct and indirect categories of service, with "participant" and "visit" types of service recipients, and with budget forms and cost guidelines; services that do not fit the ASRS subcategories; and special accomplishments that are inadequately noted. The kinds of inadequacies in the data from the ASRS and selected emerging issues that might impact revision of the ASRS are discussed. Six major recommendations are presented with their rationales. The appendices include study plan and methods, a glossary, a paper on alcohol services models, and a discussion of the community-social model philosophy. (ABL)

DOCUMENT RESUME

ED 291 041 CG 020 573

Lowe, Lois L., Comp.
Alcohol and Drug Research in California 1987.
SPONS. AGENCY- California State Dept. of Alcohol and Drug Programs, Sacramento.
REPORT NO.- ADO-87-2
PUB DATE- Mar 87
NOTE- 149p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Alcohol Education; *Alcoholism; Drinking; *Drug Abuse; *Drug Education; *Health Programs; Prevention; *Research Projects
IDENTIFIERS- California
Abstracts of 130 research projects in alcohol and drug programs in California are presented in this document. The projects described in this directory show the extent and diversity of current alcohol and drug research within the state. Each abstract lists the principal investigator with his or her title, institution, and address; co-principal investigators (if any); research project name; project dates; financial supporters; and a description of the project. The abstracts show that the funds supporting the research come from a wide range of federal, state, charitable, and private organizations. The directory is arranged alphabetically by principal investigators within separate sections on alcohol, alcohol and drug, and drug research. Also included are indices by subject and author. Although basic research projects on Acquired Immune Deficiency Syndrome are not included in the directory, sources for this information are provided. (ABL)

ED 291 042 CG 020 574

Zeman, Peter
The "New Self-Help Movement" and Self-Help among the Elderly in the Federal Republic of Germany.
German Center of Gerontology, Berlin (West Germany).
PUB DATE- Nov 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Aging (Individuals); Foreign Countries; *Older Adults; Self Directed Groups; *Self Help Programs; Social Change; *Social Integration; Social Services
IDENTIFIERS- *West Germany
In the 1960's attempts were made by protest and emancipation movements to deal with the power structure of the political and administrative system. In the 1970's a change typical of the new self-help movement, turning inward from objective to subjective problem situations occurred. This new self-help movement sought programmatically to bring together self-change and social change. At the beginning of the 1980's the self-help situation in the Federal Republic of Germany was marked by an abundance of small, loosely linked groups. The self-help movement seems to offer an attractive solution to the crisis of the welfare state although the current movement is only tangentially involved in providing material security. For many people old age brings with it a loss of social integration. Some of the elderly take advantage of opportunities for social integration provided by the state. In the Federal Republic of Germany these aspects of self-help organizations among the elderly have attracted increased interest: social activities; the development of routines and rituals that provide both security and tradition; voluntary contributions to others out of a sense of responsibility; and political participation in lobbying and protest. Elderly self-help in practice shows many ways of dealing with aging in a meaningful way. (ABL)

ED 291 043 CG 020 575

Dieck, Margret
Old Age Policy in the Federal Republic of Germany--Discussed against the Background of the Social Security System Shaped by Traditions of Self-Help as Well as the Poor Laws in Germany.
German Center of Gerontology, Berlin (West Germany).
PUB DATE- Nov 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Aging (Individuals); Foreign Countries; *Older Adults; Policy Formation; *Public Policy; *Retirement Benefits; *Social Change; Social Responsibility; Social Systems; *Welfare Services
IDENTIFIERS- *West Germany
In the Federal Republic of Germany, a welfare state, the elderly profit from social security measures to a lesser extent than does the rest of the population. As of yet, the older population has had very little importance in the political arena. Many policy outcomes directly affecting the living conditions of the older population are uncontrolled side-effects of policies with quite other aims and orientations. Social security in Germany remains selective, targeted towards groups in society deemed to be in need of security provisions. It stems from an ideology of self-help, self-responsibility organized on the basis of self-organization and self-government. Health insurance and old age pensions insurance are constructed according to the interests of the working population, not the elderly. Old age policy can be taken to cover political action directed at the social production of new generations of elderly; pensioning age today lies between the ages of 57 and 58. The elderly today are no longer a negligible entity in society. New policy designs that counteract the negative side effects of aging include a positive image of old age, participation by the elderly in political activities, self-help and other activities which demonstrate the elderly's importance, and the elderly as a reservoir of voluntary work. With a willingness to see the brighter aspects of aging, a compensatory old age policy is beginning. (ABL)

ED 291 044 CG 020 576

Lochman, John E.; And Others
Teacher Consultation and Cognitive-Behavioral Interventions with Aggressive Boys.
PUB DATE- Aug 87
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). For a related paper, see CG 020 577.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; *Anger; *Behavior Modification; *Behavior Problems; *Cognitive Restructuring; Consultation Programs; Coping; Elementary Education; Group Therapy; Interpersonal Competence; Intervention; *Males; Outcomes of Treatment; Preadolescents; Problem Solving; Student Behavior; Student Improvement; Teacher Student Relationship
To reduce aggressive children's behavior problems and to reduce their high risk status for later major difficulties, an Anger Coping intervention based on cognitive behavioral techniques was developed (Lochman, Nelson, and Sims, 1981). Despite promising outcomes, testing showed not all children improved with this program. This study compared the effects of two versions of the Anger Coping program to an untreated control condition. Both Anger Coping conditions used cognitive-behavioral and social problem-solving training, and one of the conditions included an adjunctive teacher consultation component designed to enhance teachers' facilitation of their students' problem solving skills. Eleven boys received Anger Coping, 13 received Anger Coping plus teacher consultation, and 8 boys served as untreated controls. The students had an average age of about 11 years. In comparison to the untreated aggressive boys, treated aggressive boys displayed significant improvements in their disruptive-aggressive off-task classroom behavior and in their perceived social competence, and they tended to have reductions in their teachers' ratings of their aggressiveness. The teacher consultation component did not augment treatment effects, and treatment effects were actually slightly stronger in the condition that used only Anger Coping groups with the boys. (Author/ABL)

ED 291 045 CG 020 577

Lochman, John E.; And Others
Salience Effects in the Social Problem-Solving of Aggressive and Nonaggressive Boys.
PUB DATE- Aug 87
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). For a related paper, see CG 020 576.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Behavior Patterns; *Behavior Problems; Cognitive Style; Comparative Analysis; Intermediate Grades; *Males; Preadolescents; *Problem Solving; Social Cognition; *Social Problems
IDENTIFIERS- Problem Solving Measure for Conflict; *Salience; Salience Effects
While evidence is mixed about whether aggressive children generate fewer alternative solutions to social problems than do nonaggressive children, research has found consistent deficiencies in the qualitative kinds of solutions that aggressive children produce. This study assessed salience effects on the abilities of aggressive and nonaggressive boys from the fourth, fifth, and sixth grades to generate alternative solutions to social problems. Twenty-one aggressive and 15 nonaggressive boys were randomly assigned to two conditions, the Open-Middle or the Multiple-Choice condition. The dependent measure was the Problem Solving Measure for Conflict (Lochman & Lampron, 1986), which consisted of six means-ends stories. In the Open-Middle condition, subjects responded to the means-ends stories in the usual spontaneous manner, and produced patterns of solutions similar to prior results with aggressive and nonaggressive boys. When the Multiple-Choice condition was compared to the Open-Middle condition, aggressive subjects produced a significantly different pattern of response choices, with more verbal assertion and help-seeking solutions and fewer direct action choices. However, while the aggressive and nonaggressive boys no longer differed in rates of direct action solutions in the multiple-choice condition, the two groups still had a significantly different pattern of verbal assertion and help-seeking solutions. Aggressive and nonaggressive boys' response choice patterns appear to be highly affected by the social cognitive process of salience. (Author/ABL)

ED 291 046 CG 020 578

Lasuita, Adele
A Life-Phase Approach to Adult Career Counselling.
PUB DATE- May 87
NOTE- 43p.; Paper presented at the Annual Conference of the Canadian Guidance and Counselling Association (Toronto, Ontario, Canada, May 19-22, 1987).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Adult Counseling; *Adult Development; Adults; *Career Change; Career Choice; *Career Counseling; Counseling Objectives; *Counseling Techniques; Counselor Role; Developmental Stages; Foreign Countries; Intervention; Lifelong Learning; *Midlife Transitions
IDENTIFIERS- Canada; Life Span Development; *Life Transitions
A life-phase approach to adult career counseling is described in light of the current uncertain economic environment in which assistance in dealing with career-related issues is often sought through counseling intervention. The purpose of this paper is to state support for recent shifts in the goals and techniques of career counseling with adults from a developmental perspective. Discussion of the topic is divided into three areas of concentration. First, an overview of models of life span development is presented. Second, consideration is given to the reality of the changing environment as it affects relationships between individuals' development and the occupational world. Finally, the role of the career counselor is briefly described in the context of adult development. Implications for current trends in career counseling are discussed. The position adopted throughout this paper is one of commitment to the developmental life stage approach to counseling focused on people who can be identified as adults in transition and to the value of the role of process, versus task, in career counseling. (ABL)

ED 291 047 CG 020 579

Thomas, Elwyn
Stress and Schooling: A Search for Stress Profiles of Adolescent Students.
PUB DATE- Aug 87
NOTE- 41p.; Paper presented at the International Council of Psychologists Annual Convention (45th, New York, NY, August 22-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Foreign Countries; Higher Education; *Stress Management; *Stress Variables; Two Year Colleges; Two Year College Students; *Young Adults
IDENTIFIERS- England; *Singapore; Type A Behavior
This study examined how a sample of pre-university Singaporean adolescents (N=212) with an average age of 17 years 5 months attending a variety of junior colleges perceived and managed different sources of stress. Measures of stress included Behavior Profile, Life Events, School Stress Factors, Home-School Stress Conditions and Stress Symptoms. The results showed that several features of Type A behavior emerged, and that school examinations, job aspirations, school work, and homework were the principal stressors. Fear of the unexpected, exhaustion and lack of concentration were the most quoted stress symptoms. Science students appeared to be more stressed than arts students. Listening to music, reading, and exercise were among the main stress management strategies employed by these adolescents at home. In school, stress was managed by self-control, self-sufficiency, and sharing problems with peers. (Author/ABL)

ED 291 048 CG 020 580

Hutchinson, Roger L.; Reagan, Cheryl A.
Problems for Which Seniors Would Seek Help from Guidance Counselors.
PUB DATE- 18 Dec 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (58th, Chicago, IL, May 8-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counseling Services; Counselor Characteristics; *Counselor Role; *Educational Counseling; High Schools; *High School Seniors; School Counseling; School Guidance; *Student Attitudes
IDENTIFIERS- *Help Seeking
Administrators, faculty, students, and counselors themselves are often unsure of the counselor's functions. This study sought to determine the problems for which selected high school seniors would seek help from their guidance counselors. Subjects were high school seniors (N=1,734) from 10 Indiana high schools. A 24-item Likert-type questionnaire was administered which listed activities for which a counselor might be responsible. Results showed that students felt more comfortable talking to their counselors about school-related administrative concerns than about personal problems. The three most highly ranked items were college information, graduation requirements, and registering for classes. The three lowest ranked items were a question about sex, relieving tension, and conflicts with parents. Reasons students do not turn to counselors for help with personal problems include counselors' uncertainty about their roles and their burdensome load of administrative duties which may cause students not to see counselors as safe or confidential sources of help. (The survey instrument and results are appended.) (ABL)

ED 291 049 CG 020 581

Krieshok, Thomas S.
Assessment of Adolescent Career Interests and Values.
PUB DATE- Aug 87
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Career Development; *Career Planning; Change Strategies; *Counseling Theories; *School Guidance; Secondary Education; Student Evaluation; *Student Interests; Values; Values Clarification; *Vocational Evaluation; Vocational Interests; Vocational Maturity
IDENTIFIERS- Super (Donald E)
A broader perspective of vocational assessment based largely on Super's formulations of the career development process, calling for greater attention to role salience and career maturity is described. The most promising development in career planning in recent years, the application of information processing theory to career decision making, is discussed. The following changes in emphasis are predicted about what should be included in vocational assessment and in the methods used to accomplish assessment: (1) process variables and assessment methods will become more crucial; (2) assessment tools placing a greater emphasis on articulating one's personal constructs will be used; and (3) counselors will move away from interest assessments to more detailed and ideographic examinations of skills used in performing specific functions and values which delineate the work environment. (ABL)

ED 291 050 CG 020 582

Eshleman, J. Ross
Teenagers Who Have Terminated Pregnancies: The Young Young and the Old Young.
PUB DATE- 16 Nov 87
NOTE- 24p.; Paper presented at the Annual Conference of the National Council on Family Relations (49th, Atlanta, GA, November 14-19, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abortions; *Adolescents; *Age Differences; Contraception; *Early Parenthood; Parents; *Pregnancy; Public Policy; Social Environment; *Youth Problems
Pregnancies, abortions, and births to unmarried women occur frequently in the United States; these are of particular concern when they occur to teenagers. This study examined the effects of age on the decision to have an abortion for teenagers (N=256) at a clinic serving a predominantly white clientele from several mid-size cities and the surrounding rural areas. For the purposes of this study the 256 teenagers were divided into two groups: the young young who were age 16 or younger (N=66) and the old young who were age 17 to 19 (N=190). Results confirmed six hypotheses which assert that the younger the teenager: (1) the more likely it will be that age is the dominant reason for terminating the pregnancy; (2) the more likely it is to be her first pregnancy and therefore her first abortion; (3) the less likely she is to be married and living with a husband or male partner and the more likely to be living with her parents; (4) the more likely she is to be a student but with fewer years of schooling and less likely to be employed or economically self-sufficient; (5) the more likely she is to involve others in the decision to terminate the pregnancy and the more likely the partner and/or parent would agree with the decision, support it, and accompany her to the clinic; and (6) the less likely she is to ever have used any method of birth control. (Author/ABL)

ED 291 051 CG 020 583

Mullis, Ronald L.; McKinley, Kathleen
Relations between Adolescent Gender Role Orientation, Self-Esteem and Social Conformity.
PUB DATE- Nov 87
NOTE- 22p.; Paper presented at the Annual Conference of the National Council on Family Relations (49th, Atlanta, GA, November 14-19, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Age Differences; Androgyny; *Conformity; *Females; High School Students; Junior High School Students; *Locus of Control; Secondary Education; Self Concept; *Self Esteem; *Sex Role; Sex Stereotypes; Sexual Identity
Although previous research has established a relationship between gender role orientation and self-esteem, and gender role orientation and social conformity, few studies have established a clear relationship among all three constructs, especially for different age groups. The purpose of this study was to examine the relationships between adolescent gender role orientation, self-esteem, and locus of control utilizing two different age groups of adolescents. The sample was composed of junior high school and senior high school students from a rural midwestern state. Participants included 7th and 8th grade female students (N=87) and 11th and 12th grade female students (N=48). For each test group participants were categorized into a younger adolescent group (7th and 8th graders) and an older adolescent group (11th and 12th graders). Subjects completed the Bem Sex Role Inventory, the Texas Social Behavior Inventory, and the Nowicki-Strickland Locus of Control Scale for Children. Results indicated that adolescent females classified as androgynous or masculine in gender-role orientation had higher self-esteem than adolescents classified as feminine or undifferentiated. Further, junior high adolescents had more of an external locus of control whereas senior high adolescents had more of an internal locus of control. No other significant differences were found. (Author/ABL)

ED 291 052 CG 020 584

Kerber, Kenneth W.; Campbell, James P.
Expectations, Commitment, and Withdrawal Cognitions among New Employees.
PUB DATE- Aug 86
NOTE- 33p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). For related document, see CG 020 585.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employee Attitudes; Employees; Employer Employee Relationship; Expectation; *Job Satisfaction; *Labor Turnover; Longitudinal Studies; Models; *Morale; Organizational Climate; Organizational Development; *Organizational Theories; *Quality of Working Life; Work Attitudes; Work Environment
IDENTIFIERS- Commitment
Recent research on organizational turnover has concentrated on testing models of the turnover decision process, in particular, Mobley's (1977) model of employee turnover. The present research was based on Mobley's theoretical work and the subsequent empirical tests of his model. Employees (N=266) at a large computer company completed a questionnaire during their first year of employment that assessed 10 variables related to Mobley's model. Results of a path analysis were consistent with a causal model in which perceptions of work events influence job attitudes which then influence withdrawal cognitions. Specifically, higher job complexity increased job satisfaction, while undermet job expectations reduced satisfaction. Met job expectations and higher job satisfaction resulted in stronger commitment to the organization. Stronger commitment reduced thoughts of quitting. Fewer thoughts of quitting decreased the intention to search which, in turn, decreased the intention to quit. This study is part of a longitudinal study in which the same employees will respond to a similar questionnaire one year after initial administration. Ultimately, the study is concerned about changes that occur among employees who stay with the company and about the variables that predict voluntary organizational turnover. (Author/ABL)

ED 291 053 CG 020 585

Kerber, Kenneth W.; Campbell, James P.
Job Satisfaction, Commitment, Withdrawal Cognitions and Turnover: A Longitudinal Study.
PUB DATE- Aug 87
NOTE- 34p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). For related document, see CG 020 584.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employee Attitudes; Employees; Followup Studies; *Job Satisfaction; *Labor Turnover; Longitudinal Studies; *Models; Morale; *Organizational Theories; Validity; Work Attitudes
IDENTIFIERS- Commitment
Recent research on organizational turnover has examined the validity of the turnover decision process, in particular, the model of employee turnover proposed by Mobley (1977). This study followed-up on a previous (Kerber and Campbell, 1986) study of new employees of a large computer company in which participants completed a questionnaire that assessed 10 variables believed to be involved in the turnover process. One year later, for the follow-up study, a second questionnaire similar to the first was administered to those in the sample who were still employed by the company. This study tested the validity of the path model developed in the previous study in two ways: (1) by determining if relationships predicted by the model were statistically significant in the data from the second questionnaire; and (2) by determining if explanatory variables assessed with the first questionnaire predicted criterion variables assessed with the second questionnaire one year later. Employees (N=137) completed the questionnaire during their first (Time 1) and second (Time 2) years of employment. Separate analyses at Times 1 and 2 support a causal model of the turnover decision process in which perceptions of the job affect job attitudes which, in turn, influence withdrawal cognitions, and voluntary turnover. A time-lagged analysis in which voluntary turnover, withdrawal cognitions, and job attitudes at Time 2 were predicted from explanatory variables at Time 1 also supported the model, although the percent of explained variance was small. Major organizational changes occurring between the two assessments probably weakened predicted relationships. (Author/ABL)

ED 291 054 CS 009 001

Presseisen, Barbara Z.
Teaching Thinking and At-Risk Students: Understanding the Problem.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 77p.; Paper presented at the Cross-Laboratory National Conference (Philadelphia, PA, November 18-19, 1987).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Academic Failure; *Cognitive Ability; Cognitive Processes; *Critical Thinking; *Disadvantaged Youth; Dyslexia; Educational Research; *High Risk Students; Learning Disabilities; Metacognition; Methods Research; Minority Groups; Models; Potential Dropouts; Secondary Education; Teacher Student Relationship; Teaching Methods; Theory Practice Relationship; Urban Youth
IDENTIFIERS- Interactive Teaching; Mediation; Reciprocal Teaching; Teaching Research
A study examined the cognitive development of at-risk students (those who have experienced difficulty or failure in their careers as learners), focusing on such groups as potential drop-outs, minority children, and disabled students (dsylexic or non-English speaking), as well as teaching thinking to this same student population. Although research results on programmatic effects for at-risk students are somewhat controversial and frequently mixed, some guidelines for successful instruction are formulated, emphasizing interactive discussion during instruction. Teaching thinking involves not only learning cognitive skills such as analysis, classification, and evaluation, but also becoming conscious of the strategies that are appropriate to a particular task. The movement to teach thinking also focuses on the role of the teacher as a mediator of learning. Finally, the development of instructional materials and programs to teach thinking is being encouraged. Implications for the future include the need for teachers concerned with cognitive development, the need for long-term change as opposed to quick fix activities, the need for a better integrated curriculum, and the need to examine current policies and practices. (A total of 184 references are appended.) (MM)

DOCUMENT RESUME

ED 291 055 CS 009 003

Chapter 1 Reading Skills Center Program 1985-86. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Oct 87
NOTE- 31p.; For related document, see CS 009 004.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Program Evaluation; *Reading Centers; *Reading Programs; Reading Research; Reading Skills; Writing Research; Writing Skills
IDENTIFIERS- *Evaluation Reports; New York City Board of Education

The 1985-86 Chapter 1 Reading Skills Center Program which provides supplementary individualized instruction in reading and writing to eligible students in grades four through eight attending nonpublic schools in New York City is the subject of this evaluation report. The Chapter 1 Reading Skills Center Program aims to enable students to achieve reading scores of at least grade level. Following a summary that presents the program purpose and objective, eligibility requirements and student population served, the introductory section discusses program evaluation, as well as the scope of that evaluation. The next section deals with program organization and funding, curriculum, and staff development. Student data, such as attendance and achievement results, are presented in the subsequent section, while the final section deals with conclusions and recommendations for the program in the future. An appendix briefly describes reimbursable 1985-86 programs. Six tables of data are also included. (MM)

ED 291 056 CS 009 004

Chapter 1 Corrective Reading Program 1985-1986. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Oct 87
NOTE- 31p.; For related document, see CS 009 003.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Content Area Reading; Decoding (Reading); Educational Improvement; Elementary Secondary Education; *Functional Literacy; *Language Skills; Literature; Reading Research; *Remedial Reading; Urban Education
IDENTIFIERS- California Achievement Tests; Stanford Early School Achievement Test

The 1985-86 Chapter 1 Corrective Reading Program, which provides supplemental individualized instruction in reading and writing skills for eligible nonpublic school students in grades 1 through 12 in New York City, is the subject of this evaluation report. The background of the program, evaluative criteria, findings and recommendations are presented in an introductory summary. Section one presents the program's purpose and features, criteria for student eligibility, a profile of students served and program objectives and evaluation as well as the scope of the report. Program organization and funding, curriculum and staff development are outlined in section two. In section three attendance is discussed, and methodology and results in reading and writing achievement are tabulated. Section four presents conclusions and recommendations. An appendix briefly describes reimbursable 1985-1986 programs. (Six tables of data are also included.) (NH)

ED 291 057 CS 009 013

Bear, Donald R.; And Others
Project TACL: A Team Approach to Community Literacy. Literacy Needs Assessment.
Nevada Univ., Reno. Coll. of Education.
PUB DATE- Jun 87
NOTE- 88p.; Funding for this project was furnished by the Nevada Literacy Coalition.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Demography; Employment Patterns; *Literacy Education; Population Education; Program Development; Public Education; Social Science Research
IDENTIFIERS- *Adult Literacy Education Program; University of Nevada Reno

Noting that adult illiteracy is a problem in Nevada, this report assesses adult literacy programs and needs for the State of Nevada by examining the issues and surveying state funded and volunteer literacy programs as well as all public school districts. An executive summary presents (1) the extent of the illiteracy problem; (2) ramifications of the problem as it affects employers and employees; (3) the effectiveness of existing volunteer programs and educational programs; and (4) long- and short-range goals for Nevada's literacy program. The first section gives a perspective on the difficulty Nevada should expect in estimating and serving adult illiterates. The second section provides illiteracy estimates for Nevada county by county. The third and fourth sections address the charge to study existing programs with a national perspective provided, followed by the survey results. The fourth section summarizes what is known about the relationship between economic and employer needs and literacy. The report closes with a series of specific recommendations, some related to action and some to broad concepts. Three pages of references and five appendixes, which include population parameters, sample survey questionnaires, and recommendations, are attached. (NH)

ED 291 058 CS 009 014

Nachman, Leah B.
Improving Reading Comprehension of Intermediate Grade Children.
PUB DATE- 87
NOTE- 67p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 4; Grade 5; Instructional Effectiveness; Intermediate Grades; *Low Achievement; Reading Attitudes; *Reading Comprehension; *Reading Difficulties; Reading Research; Reading Strategies; *Remedial Reading; Self Concept; Self Concept Measures
IDENTIFIERS- Nova University FL

This practicum was designed to improve reading comprehension of intermediate grade children attending compensatory education classes in a Florida elementary school. It involved 11 students in grades 2 through 5 who were low achievers in reading and/or math. It was designed to improve reading comprehension by providing training using six specific strategies and techniques: (1) reducing student anxiety, (2) finding causal relationships, (3) cuing students with specific directions, (4) rereading material, (5) summarizing material, and (6) using advance organizers. Specific goals were to improve students' knowledge of reading strategies, their attitudes toward reading, their self-perceived ability in reading, and their grades in reading comprehension. To determine the success of the program, evaluative instruments were administered at the beginning and end of the study measuring knowledge of strategies, use of strategies, comprehension, attitude and self-perception. Analysis of the data revealed that students improved their reading comprehension and their attitude toward reading. Gains were made by students for each objective that was measured. Appendixes provide a teacher interview questionnaire, student attitude questionnaire, strategies test, sample test passage, and students' perception survey. (NH)

ED 291 059 CS 009 017

Herrold, William G., Jr.; And Others
Project A.R.I.S.E. Reading Attitude Pilot Study.
PUB DATE- Nov 87
NOTE- 25p.; Paper presented at the Annual Meeting of the Florida Education Research Association (Jacksonville, Fl, November 13, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; Curriculum Development; Grade 6; Grade 7; Grade 8; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Literature; *Literature Appreciation; Middle Schools; *Reading Aloud to Others; *Reading Attitudes; Reading Interests; Reading Programs; Reading Strategies
IDENTIFIERS- Middle School Students; Project ARISE
A pilot study examined the effect of a read-aloud literature program on the attitudes of middle school students toward reading. A randomly selected group of 70 teachers and 1,673 sixth-, seventh-, and eighth-grade students from four regions of the United States and one region in Europe participated. Testing the hypothesis that student attitudes toward reading would be positively affected if teachers were to share (model) their own love and enthusiasm for books, the teachers read adolescent literature classics to students for 15 minutes, 4 days a week, for 12 weeks. Analysis of pre- and post-tests, Form 1 and Form 2 of the "Reaction Toward Reading Attitude" scale, indicated little or no difference in student attitude was generated. Further analysis suggested that too little time had elapsed between pre and post assessments. This pilot study developed baseline data and a working research team for the continuation of a three year project funded by the International Reading Association designed to increase instructional effectiveness for students during the critical "last chance" (before dropping out of school) adolescent years. (Three tables of data are included, and 26 references and a sample reading reaction scale are attached.) (NH)

ED 291 060 CS 009 018

Mommers, M. J. C.
The Relation between Decoding Skills, Reading Comprehension and Spelling Skills in the First Three Years of Primary School.
SPONS. AGENCY- Foundation for Educational Research, Utrecht (Netherlands).
PUB DATE- Dec 86
NOTE- 22p.; Workshop presented at the Meeting of the European Council for Cultural Cooperation (Tilburg, the Netherlands, December 9-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decoding (Reading); Foreign Countries; Grade 1; Grade 2; Grade 3; Longitudinal Studies; Models; Primary Education; *Reading Comprehension; Reading Difficulties; Reading Research; Reading Skills; *Spelling
IDENTIFIERS- Spelling Growth
Drawing on a previous project carried out in Sweden, the "Prevention of Reading Difficulties" project was implemented in the Netherlands between 1978 and 1985. The project encompassed three stages: (1) a longitudinal investigation to establish the possiblity of predicting reading achievement before formal reading instruction starts; (2) the development of instruments and procedures to screen the pupils who need special attention; and (3) the selection of adequate educational procedures and programs to stimulate the development of these children. The longitudinal investigation into the development of reading comprehension and spelling skills was confined to the first three grades of primary school, with the two samples investigated consisting of pupils from the first grade of 12 randomly selected schools. At the start of the first grade there were 310 pupils; at the beginning of the fourth grade 225 pupils remained. Four questions were answered: (1) Is the distinction between general and specific reading prerequisites relevant to the prediction of reading and spelling achievement? (2) To what extent are aspects of reading achievement empirically distinguishable in the first grade? (3) How strong is the influence of decoding skills, reading comprehension, and spelling at various points of measurement in the first three grades? and (4) Are there influences of factors at one point of measurement on factors of a different kind at a later point of measurement? (Tables listing measuring instruments for first, second, and third grade are included, as are various models relating to decoding skills and reading comprehension.) (MM)

ED 291 061 CS 009 019

Crismore, Avon; Vande Kopple, William J.
The Effects of Hedges on Readers' Learning from Prose.
PUB DATE- 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Content Area Reading; Elementary Secondary Education; Grade 9; Readability; Reader Text Relationship; *Reading Comprehension; Reading Research; *Reading Writing Relationship; Retention (Psychology); *Writing (Composition); Writing Improvement
IDENTIFIERS- *Hedges (Reading); *Writing Strategies
A study tested the effects of hedges (which signal writers' tentative assessment of referential information) on readers' learning. Subjects, 145 ninth-grade students from three middle class junior high schools in a midwestern city who were ranked on the Iowa Test of Basic Skills, participated in the experiment--74 were randomly assigned to an experimental group and 71 to a control group. The text materials consisted of two passages of approximately 1,000 words written at a ninth-grade readability level taken from two textbooks, one from science and one from history. The hedges appeared in either personal or impersonal voice; in either the first half, second half or both halves of the passages; and in either a low intensity condition or a high intensity condition. A measure of what subjects learned from reading the passages showed that they learned most when the hedges appeared in personal voice, in the second half of a passage, and in low intensity. Findings suggest that the implications of this work can be extended to practices in composition classes--particularly practices of evaluating whether or not material should be hedged--in order to broaden students' critical-thinking abilities and their views of language. (Two tables of data are included, and 66 references are attached.) (NH)

ED 291 062 CS 009 021

Marzano, Robert J.
A Study of Inference in Standardized Reading Test Items and Its Relationship to Difficulty.
Mid-Continent Regional Educational Lab., Aurora, CO.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 22p.
CONTRACT- 400-86-0002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Deep Structure; *Inferences; *Language Processing; Learning Strategies; Linguistic Theory; Objective Tests; Reading Comprehension; *Reading Tests; *Standardized Tests; *Test Items
IDENTIFIERS- *Metropolitan Achievement Tests; Test Analysis
To study the relationship between inferences made on standardized reading tests and item difficulty, 50 items on the reading comprehension section of the Metropolitan Achievement Test were analyzed independently in this study by two raters using four general categories of inferences: (1) reference inferences, (2) between proposition inferences, (3) source inferences and (4) metalinguistic inferences. The items were in standard reading comprehension test format (reading passages followed by multiple choice items based on the passage). An inference was operationally defined as the mental process of inducing or deducing, as cued by the test item, information not explicitly stated in the test. No significant relationship was found between inference types and item difficulty; however, a significant relationship was found between a general measure of raw amount of information processed and item difficulty. Although most reading skill hierarchies assume that inferential cognitive operations are inherently more difficult than non-inferential operations, these findings suggest that either inferential cognitive operations are not inherently more difficult than non-inferential cognitive operations, or that the inferential cognitive operations have been internalized at the level of automaticity for school-aged test takers. (Twenty references are attached and two tables of data are included.) (NH)

ED 291 063 CS 009 022

Maginnis, George H.
Captioned Video Cassettes: A Source of Reading Material.
PUB DATE- May 87
NOTE- 8p.; Paper presented at the Annual Meeting of the International Reading Association (32nd, Anaheim, CA, May 3-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Captions; Films; Higher Education; *Media Adaptation; Readability; *Reading Centers; Reading Comprehension; *Reading Improvement; *Reading Instruction; *Reading Materials; Reading Strategies; Teaching Methods; Television; *Videotape Cassettes; Videotape Recordings
IDENTIFIERS- Directed Reading Thinking Activities; Subtitles (Television)
Reflecting the popularity of television viewing, the use of captioned video cassettes bridges the gap between "televiewing" and reading, and can be used to improve the reading skills of college students, who see these materials as helpful in improving concentration, mental imagery, speed, and comprehension. Cassettes, either of captioned foreign films or closed captioned (CC) television shows, are easy to obtain and use, relatively inexpensive, and lend themselves easily to a variety of types of lessons. Writing activities, including summaries, critical reviews, and story maps, may also be developed around video presentations.

The instructor must exercise certain cautions in the use of captioned videos, since extensive use of this medium could result in a lack of flexibility in the students' approach to reading tasks. Readability is another area of concern, since the fixed rate of presentation may make some videos difficult for slow readers. However, by previewing all videos to check technical quality and content, these problems can be avoided. (MM)

ED 291 064 CS 009 023

Brennan, Mark, Ed.
Making Messages, Making Meaning: Significant Experiences for Older Writers and Readers.
Australian Reading Association, Adelaide.
REPORT NO.- ISBN-0-949512-10-9
PUB DATE- 86
NOTE- 53p.
AVAILABLE FROM- Australian Reading Association, P.O. Box 78, Carlton South, Victoria 3053, Australia ($7.00, Australian currency).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Foreign Countries; Prisoners; *Reading Skills; Self Esteem; *Student Attitudes; Student Characteristics; Student Interests; *Writing Skills
IDENTIFIERS- Aboriginal People; *Australia
Noting that each individual chooses his own way of making sense, this collection of essays by Australian educators focuses on helping adult learners in literacy programs increase their self-confidence. The essays share a common idea--that the most significant points of departure for learning are students' own messages--their past experiences, present capacities, and views of the world. Following an introduction by the editor, the articles and their authors are as follows: (1) "Doing It Outselves" (Patricia Murphy); (2) "Composing Meaning or 'Football Ain't Just Football'" (Margie Leys); (3) "Aborigines in Gaol" (Ralph Foulds); (4) "Reading Inside" (Roslin Brennan); (5) "Reading: The Role of the Trade Teacher" (Robert Mealyea); (6) "'Teach Me To Spell': A Dilemma" (Pamela Osmond); and (7) "Fear, Resistance and Change in Adult Literacy Learners" (Audrey Grant). (ARH)

ED 291 065 CS 009 026

Paterno, JoAnna; Dickey, Steven W.
Body Awareness and Early Achievement: Research.
PUB DATE- Mar 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Southern Association for Children under Six (38th, Memphis, TN, March 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Body Image; Child Language; Computer Assisted Instruction; Early Childhood Education; Expressive Language; Kindergarten; Listening Comprehension; Oral Language; Perceptual Development; *Reading Achievement; *Reading Readiness; Receptive Language; Self Concept; Verbal Development; *Visual Learning; Visual Stimuli
A study examined the use of a body awareness microcomputer program on young children as a predictor of early reading achievement. Subjects, 58 preschool and kindergarten students (prereaders) from a university laboratory school in the southern region of the United States, were asked to work in the microcomputer center in small groups to identify body part pictures and respond to some questions as these pictures appeared on the computer screen. Achievement tests were administered the next year. Results indicated that identification of body parts by oral expressive language and type of gender were not significant predictors of reading achievement in three regression analyses. However, independent variables of age and visual comprehension were found to be significant predictors for word reading, sentence reading, and total reading achievement test scores. Findings suggest that further investigation should be made to analyze the correlation of visual perception skills such as the visual comprehension of body part placement and early reading achievement. (ARH)

ED 291 066 CS 009 030

Samuels, S. Jay, Ed.; Pearson, P. David, Ed.
Changing School Reading Programs: Principles and Case Studies.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-790-X
PUB DATE- 88
NOTE- 236p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Change Strategies; Content Area Reading; Corrective Reading; Curriculum Development; *Educational Change; Elementary Secondary Education; Public Schools; Reading Improvement; *Reading Instruction; *Reading Programs; Reading Skills; Teacher Attitudes; Teacher Education; Teaching Models
IDENTIFIERS- Collaborative Research; Teacher Researchers
Intended as a response to the call for reform of education in the United States, this volume presents theories and practical examples school personnel can use in order to bring about change in reading programs. The articles and their authors are as follows: (1) "Characteristics of Exemplary Reading Programs" (S. Jay Samuels); (2) "Principles of Organizational Change" (Margaret C. Gallagher and others); (3) "Research on Implementation: What Seems To Work" (Linda Meyer); (4) "How To Overcome Barriers to Student Achievement" (Douglas Carnine); (5) "Research and Development Model for Improving Reading Instruction" (Ramona Newton Hao); (6) "A Model for School Change" (Robert Calfee and others); (7) "Helping Teachers Adapt to the Needs of Students with Learning Problems" (Irene W. Gaskins); (8) "Three Models for Helping Teachers To Help Students Learn from Text" (Harry Singer; Thomas W. Bean); (9) "Changing Teacher Behavior in Content Reading through Collaborative Research" (Carol M. Santa); and (10) "The Metcalf Project: A Teacher-Researcher Collaboration" (Robert J. Tierney and others). (ARH)

ED 291 067 CS 009 031

Nagy, William; Gentner, Dedre
Semantic Constraints on Lexical Categories. Technical Report No. 413.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 37p.; Also funded in part by the Max Planck Institute, Nijmegen, the Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cloze Procedure; *Context Clues; Definitions; Higher Education; *Hypothesis Testing; *Language Acquisition; Language Patterns; Language Research; Linguistic Competence; Reading Comprehension; Reading Research; Semantics; Theories; *Vocabulary Development; Word Recognition
IDENTIFIERS- *Constraints
A study focused on the nature and effect of constraints on the hypotheses that learners make about the meanings of words. Two experiments were conducted at a large midwestern university: the first, involving 68 undergraduate students divided randomly into two groups, tested taxonomic and durative constraints on nouns, and time of day and cessation constraints on verbs; and the second, involving 56 students, presented students in each of two groups an opportunity to assign meaning to a target word, either a noun or verb, in order to determine if those reading the noun would associate object properties with the target word and those reading the verb would associate information about the manner in which the action was performed. Results confirmed that persons possess implicit knowledge of constraints on possible word meaning, and that they apply this knowledge in tasks which represent important aspects of natural word-learning situations. (Five tables of data are included. Appendixes contain a list of constraints investigated and a sample text used in the second experiment.) (NH)

ED 291 068 CS 009 036

Lumpkin, Donavon, Ed.; And Others
Changing Conceptions of Reading: Literacy Learning Instruction. Seventh Yearbook of the American Reading Forum.
SPONS. AGENCY- American Reading Forum.
PUB DATE- 87
NOTE- 209p.; For the fourth, fifth, and sixth yearbooks, see ED 290 134-136, respectively.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Instructional Effectiveness; Language Experience Approach; *Literacy Education; Metacognition; *Reading Comprehension; Reading Research; Reading Skills; *Reading Writing Relationship; Remedial Programs; Teacher Student Relationship

Articles in this yearbook contribute to a broad perspective of changing concepts of reading, each focusing attention on an area of major factors exercising current impact on reading and on the education of reading teachers. The articles and their authors are as follows: "Learning from Text" (T. Estes); "Untying the Gordian Knot" (W. Blanton and G. Moorman); "Hot Cognition: Emotions and Writing" (A. Brand); "The Problem of Transfer" (S. Nist); "Reading, Writing, Learning and Aptitude" (K. Norlander and A. Czajkowski); "Employees' Right to Know" (S. Kossack and others); "The Metacognition Performance of College Students in Reading" (J. Platt); "Ethnographic Research in Reading; Beware" (R. Eldridge); "Comprehension Process Transfer" (S. Kossack); "Effects of an Expanded Language Experience Approach on Reading Readiness Skills of Kindergartners" (C. Reeves-Kazelskis and others); "A Format for Teaching Head and Text Inferencing" (K. Brandon and others); "The Integration of Word Processing Technology into the Developmental Writing Program" (M. Moore); "Enhancing Reading Comprehension through Teacher-Student Negotiation of Meaning" (V. Risko); "Ambiguous Abstractions, Concrete Concepts, and the Writing Experience" (J. Koeppel and P. Kissinger); "Able and Less Able 6th and 7th Grade Students' Comprehension of Precise and Imprecise Textbook Passages" (R. Telfer and R. Jennings); "A Profile of the Inner-City Child as a Language User" (D. Busby); "The Use of Knowledge Vee Diagram as an Aid to Reading Comprehension and Problem Solving" (M. Alvarez); "Recognition to Recall" (L. Tomlinson, with a reaction by R. Teal); "Comprehension: Establishing Reader/Writer Congruence" (N. Boraks); "Competency Testing for Prospective Teachers Comes to West Virginia" (M. Fairbanks); "Preteaching Vocabulary" (J. Elliott); "Bridging the Gap between Reading and Writing" (K. Karloff); "Report on the Textbook Usage Patterns of College Students in Developmental Mathematics" (C. Cope); "The Changing Corporate Concepts of Literacy" (J. Bertrand); "What Works--Research about Teaching and Learning" (C. Hynd and others); "Literacy: The Myth and Challenge" (R. Kurth and V. Grider, with a reaction by G. Etter-Lewis); and "On Being Adored or Being Ignored--How Do We Pick Our Heroes?" (K. Camperell and W. Otto). (NH)

DOCUMENT RESUME

ED 291 069 CS 009 037

Hsu, Chen-chin
Reading Success and Failure among Chinese Children.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Jul 87
NOTE- 14p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-16, 1987). Also partly supported by a grant from the National Science Council of Taipei, Taiwan.
CONTRACT- NIMH-MH-30567
GRANT- MH-30567; NCS-75-0301-H002-01
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Elementary Education; Family Influence; Foreign Countries; Grade 5; Reading Ability; *Reading Achievement; *Reading Comprehension; Reading Difficulties; Reading Failure; Reading Research; Reading Tests; Verbal Ability; Written Language
IDENTIFIERS- Chinese People; Reading Concepts; Reading Motivation; Taiwan; *Taiwanese
Drawing on a cross-national study of children's reading, a study examined the correlates of reading success and failure in Taiwan. Subjects, 240 randomly selected Taipei fifth graders, were administered a reading test, cognitive test, and mathematics achievement test. A structured interview with each child's mother and classroom behavior observation also took place. Results indicated that reading disabilities and the prevalence rates of reading failure among children reading the Chinese writing system (logographic) were by no means lower than those among the children in the alphabetic writing systems. Results also showed that general information was the most powerful predictor of the child's reading achievement. Thirty-one family variables and reading achievement turned out to be positively intercorrelated in Chinese culture. It was noteworthy that only the cognitive subtests of verbal tasks were significantly related to reading success or failure in Chinese. In addition, the children's motivation appeared to play an important role in their reading success. (Five tables of data summary tables are included and references are attached.) (JK)

ED 291 070 CS 009 038

Garlikov, Patricia M.
Does Computer-Assisted Instruction Enhance the Reading Readiness Achievement in Students 5.2 Years or Younger?
PUB DATE- Nov 87
NOTE- 17p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; *Computer Assisted Instruction; *Kindergarten; Primary Education; *Reading Readiness; Reading Readiness Tests; Reading Research; Reading Skills
IDENTIFIERS- Metropolitan Readiness Tests
By exploring the kindergarten program found in two public elementary schools in a middle-class neighborhood in central Alabama, a study examined age at school entry as a critical factor in achievement in Alabama kindergartens. The sample consisted of 100 kindergarten students (53 boys/47 girls; 96 white/4 black)--77 were 63 months or older, and 23 were 62 months or younger; 67 had preschool experience, while 33 had no preschool experience. Both groups were exposed to the traditional kindergarten curriculum with computer-assisted instruction in readiness skills. The Pre-Reading Composite (Auditory Skill, Visual Skill, and Language Skill) subtest of the Metropolitan Readiness Test was used as the dependent variable; sex, age, and presence or absence of preschool experience were used as independent variables. Results indicated that the children did demonstrate differences in performance on the Auditory Skill subtest and were significantly affected by attendance at preschool. There was no significant difference in readiness achievement between older and younger children. Findings suggest that computer-assisted instruction may require caution in program material selection. (Tables giving descriptive statistics, a comparison of subtests by school and by preschool, and a comparison of age, preschool and interaction are included, and 13 references are appended.) (MM)

ED 291 071 CS 009 039

Nistler, Robert J.
Reading Aloud as a Contributor to a Child's Concept of Story.
PUB DATE- Nov 87
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basal Reading; Childrens Literature; Classroom Communication; Elementary Secondary Education; *Learning Activities; Literature Appreciation; *Modeling (Psychology); *Reading Aloud to Others; *Reading Instruction; Reading Materials; *Teacher Motivation; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Reading Expectancy; Story Structure
In order to be motivated to include reading aloud in classroom reading instruction, teachers sometimes need to be informed of the specific benefits this method provides. When children listen to stories being read aloud they become aware of story components, can recognize plot, character, and theme, and they learn that a story involves one or more characters who must face and resolve a conflict. Learning to expect these story elements helps them in reading comprehension, since children who have been read stories aloud are able to make better predictions about what will come next when they read to themselves. For children whose only reading is from basals, being read to becomes very important since basals do not provide the full range of stories and are not preparation for important story types. Studies indicate that during storytime the language of teachers is purposeful and helps children arrive at some level of text understanding. Teachers also pose thoughtful questions, model their own thinking, show spontaneous appreciation for stories. However, factors such as the type of text, the number of times a book has been read, the number of children involved in the reading, and the temperamental characteristics and sociocultural backgrounds of the participants as well as the age or developmental level should be considered in order to provide the most beneficial experience for students. (A list of 15 references is attached). (NH)

ED 291 072 CS 009 040

Johnson, Martha; And Others
Effects of a Cloze Story Map Strategy on Reading Comprehension.
PUB DATE- Nov 87
NOTE- 25p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cloze Procedure; *Cognitive Mapping; Grade 4; Intermediate Grades; *Reading Comprehension; Reading Instruction; Reading Processes; Reading Research; Reading Strategies; Schemata (Cognition); Written Language
IDENTIFIERS- *Mapping; Story Maps; Text Factors
A study investigated the effectiveness of strategies designed to improve reading comprehension, in order to (1) determine the effectiveness of the Cloze Story Map (CSM), a cloze-mapping strategy, on improving the reading comprehension of fourth-grade students using expository text and different sorts of deletion procedures; (2) investigate the efficacy of teaching students to construct the maps independently as compared with using a teacher-made CSM; and (3) determine if the CSM was differentially effective in improving reading comprehension for high and low comprehenders. Subjects, 132 students in two schools in a small Albama city during the spring of 1987, participated in four instructional sessions over a 4-week period. Results indicated that students in the mapping groups, regardless of level or test condition, benefited from the treatments, and that more stucent involvement is probably the key to effective comprehension with the use of the mapping technique. No differential effect for the mapping treatment for comprehension level was found. (Two tables summarizing test results, figures of a sample cloze story map student constructed group, a script for treatment groups, and a summary of instructional sessions are included, and 29 references are appended.) (MM)

ED 291 073 CS 009 041

Cameron, C. A.; And Others
Automated Cloze Procedures as Research and Teaching Tools.
PUB DATE- Jun 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Canadian Psychological Association (Vancouver, British Columbia, Canada, June 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cloze Procedure; *Computer Assisted Instruction; Elementary Education; Evaluation Methods; Literacy; *Reading Achievement; Reading Skills; Reading Tests; *Reading Writing Relationship; Word Processing; *Writing Skills
IDENTIFIERS- Spache Readability Formula
In order to evaluate an experimental writing program involving word processors as tools, a study examined the use of cloze techniques as a method for indicating reading progress as it relates to writing. Subjects, 87 Canadian primary school children, were involved in a three-year longitudinal study of the effects of this experimental writing program on primary school literacy development. The students were administered cloze tests along with a variety of tests of intelligence, oral language skill, and writing ability. Results from tests given in both first and second grades indicate that cloze tests that allow as correct any word with semantic or syntactic credibility are the best predictors of writing ability. A high degree of relationship between both cloze reading and writing performance suggests the similarity of processing of these tasks. Findings also indicate that word processors ease the administration of cloze tests and are more enjoyable for students. Further findings show that Spache standards (1966), used to measure readability of cloze passages, are only roughly accurate. (A table of data and cloze tests are appended.) (ARH)

ED 291 074 CS 009 042

Losey, David E.
Improving the First Grade Readiness Skills of High Risk Kindergarten Students.
PUB DATE- Nov 86
NOTE- 135p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Attendance; Cross Age Teaching; Grade 1; *High Risk Students; *Intervention; Kindergarten Children; Primary Education; Program Design; Program Development; School Entrance Age; *School Readiness; Self Esteem; *Tutorial Programs
Concern at an elementary school that the level of successful first grade readiness for high risk kindergarten children was 62 percent, while the level of success for non-risk kindergartners was 100 percent, prompted a program for improving the readiness skills of high-risk kindergarten students described in this report. Chapter one describes Stout Elementary School in Sellersburg, Indiana, a school composed of kindergarten through sixth grade, and presents a rationale for making a concentrated effort to reduce school failure at all levels, beginning with high risk students in early childhood education. Chapter two outlines four probable reasons for high risk kindergartners' poor success in the Stout Elementary Kindergarten program: (1) lack of instructional time, (2) poor attendance, (3) lack of time for individual instruction and assistance, and (4) being young at school entry in relation to peers. This chapter also presents methods of identifying high risk students, and describes prior activity to assist these students. Chapter three identifies five terminal objectives for a successful program, and Chapter four presents a background for the study. Chapter five describes implementation of "Project Earlybird," including the use of tutors to increase instructional time, telephone checks to monitor attendance, and summer school to lengthen the instructional year. Chapter six presents results indicating that the success rate for high risk kindergarteners increased from 62 percent to 75 percent. Chapter 7 deals with the reasons for the decision to continue "Project Earlybird." Twenty-one tables of data are included and 23 references are attached. (NH)

ED 291 075 CS 009 043

Stevens, Robert J.; And Others
Cooperative Integrated Reading and Composition: Two Field Experiments. Report No. 10.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 87
NOTE- 54p.
GRANT- G-83-00012; G-86-0006; NIE-G-86-0113
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Planning; Elementary Education; Group Experience; Instructional Effectiveness; Language Arts; *Language Skills; Reading Research; Reading Skills; *Reading Writing Relationship; *Teamwork; Writing (Composition); Writing Research
IDENTIFIERS- *Cooperative Learning; Middle School Students
Two studies evaluated a comprehensive cooperative learning approach to elementary reading and writing instruction, called Cooperative Integrated Reading and Composition (CIRC). The subjects in the first study, 461 third- and fourth-grade students in a suburban Maryland school district, were divided into experimental and control groups, with the experimental CIRC groups working in heterogeneous learning teams for all reading, language arts and writing activities. In reading, CIRC students worked with partners during follow-up times on partner reading, decoding, story structure, prediction, and story summary activities related to the basal stories. In writing and language arts, CIRC students used a process approach to writing and peer conferences during planning, revising and editing stages of the process. Subjects in the second study, 450 third- and fourth-grade students were chosen from a wider range of ethnic and socio-economic backgrounds than those in the first, although the second study was an extension and replication of the first. The results of both studies show significant effects in favor of the CIRC students on standardized test measures of reading comprehension, reading vocabulary, language mechanics, language expression, and spelling. Also noted were effects favoring CIRC students on writing sample and oral reading measures. (Six tables of data are included, and 51 references are attached.) (NH)

ED 291 076 CS 009 044

Smith, Brenda D.; And Others
The Effect of Imagery Instruction on Vocabulary Development. College Reading and Learning Assistance Technical Report No. 87-05.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Western College Reading and Learning Association (20th, Albuquerque, NM, April 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Instructional Effectiveness; Learning Theories; Long Term Memory; *Mnemonics; *Pictorial Stimuli; *Recall (Psychology); Short Term Memory; Visual Learning; *Vocabulary Development
IDENTIFIERS- *Image Theory; *Visual Cues
To explore the usefulness of imagery as a learning tool in a classroom situation, this study investigated whether a visual image has an additive effect on the recall of definitions of previously unknown English words. One-hundred-forty-two students enrolled in six sections of an upper level developmental reading course at Georgia State University composed the three groups involved in the experiment to investigate whether providing an image portraying the definition of the word promoted more effective learning than (1) simply providing the definition or (2) providing the definition and a sentence using the term. The first posttest, administered immediately after instruction, showed no significant differences among the three treatment groups, findings that were not unexpected because students were all motivated to study for an upcoming test. However, the delayed test administered two weeks after instruction indicated that the group which received definition, sentence and visual image performed significantly better than the first group receiving only the definition, indicating that visual imagery can be used successfully as part of an instruction technique in vocabulary development programs at the college level. (Two tables of data, one example of the use of imagery, and 20 references are attached.) (NH)

ED 291 077 CS 009 045

Criteria for Excellence: Secondary Language Arts--Reading, Writing, Listening, Speaking. Promising Practices. Revised, 1987.
Alaska State Dept. of Education, Juneau.
PUB DATE- 87
NOTE- 9p.; For a related document, see CS 009 046.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Evaluation; *Educational Assessment; *Educational Objectives; *Educational Planning; Educational Resources; English Curriculum; *Language Arts; Secondary Education; Student Needs; Teacher Evaluation; Teacher Qualifications
IDENTIFIERS- Alaska State Department of Education

Intended to be used by administrators, professional staff and community representatives, this set of criteria provides a systematic assessment of secondary Language Arts programs. Possible uses for information generated from these instruments are: (1) establishing program goals; (2) validation of exemplary programs or promising practices; (3) self-appraisal (building, district, community level); (4) planning inservice, staff development and training activities; and (5) disseminating information. This questionnaire probes for ratings in the areas of philosophy, staffing and professional development, administration, program, resources, and evaluation. (ARH)

ED 291 078 CS 009 046

Criteria For Excellence: Elementary Language Arts--Reading, Writing, Listening, Speaking. Promising Practices. Revised, 1987.
Alaska State Dept. of Education, Juneau.
PUB DATE- 87
NOTE- 10p.; For a related document, see CS 009 045.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Evaluation; *Educational Assessment; *Educational Objectives; *Educational Planning; Educational Resources; Elementary Education; *Language Arts; Program Evaluation; Student Needs; Teacher Evaluation; Teacher Qualifications
IDENTIFIERS- Alaska State Department of Education

Intended to be used by administrators, professional staff and community representatives, this set of criteria provides a schematic assessment of elementary language arts programs. Possible uses for information generated from the instrument are: (1) establishing program goals; (2) validation of exemplary programs or promising practices; (3) self-appraisal (building, district, community level); (4) planning inservice, appraisal, staff development and training activities; and (5) disseminating information. The instrument requires a 1-5 rating to be given after each of its 37 statements. The topics covered are philosophy/policy, staffing and professional development, administration, program, resources, planning and evaluation. (ARH)

ED 291 079 CS 009 047

Rasinski, Timothy V.; And Others
The Effects of Reading Phrased Texts on Readers' Comprehension and Fluency: An Exploratory Study.
PUB DATE- Dec 87
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (37th, Clearwater, FL, December 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Reading; *Context Clues; Higher Education; Reading Ability; *Reading Comprehension; *Reading Improvement; Reading Instruction; Reading Materials; *Reading Processes; Reading Research; Reading Strategies; Syntax
IDENTIFIERS- *Content Cues; Reading Concepts; Reading Fluency; Reading Management
In order to test the efficacy of having college students read texts in which phrase boundaries are explicitly cued, the phrased text treatments were administered to 42 college students from 3 developmental reading courses in one southeastern university. An experimental group was given the phrased texts, while a control group was given the conventionally formatted texts. A brief true-false quiz followed each reading of a text to insure that the subjects were reading for meaning. Results indicated that the phrased text treatment did not lead to any better (or worse) comprehension on the conventional texts for the experimental group. Although both groups increased their reading rate over the course of the treatment, the increase in rate for the control group was significantly greater than for the experimental group. (A table of data is included and 21 references are attached.) (JK)

ED 291 080 CS 009 048

Dixon, John; Stratta, Leslie
Reading and Responding with Understanding, Part I: An Analysis of GCSE Exemplar Materials (1986-1987) for Understanding and Response.
Oxford Univ., Eastleigh (England). Delegacy of Local Examinations.
PUB DATE- 87
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Foreign Countries; Letters (Correspondence); Literature; Newspapers; Reader Response; *Reading Achievement; *Reading Comprehension; Reading Materials; *Reading Processes; *Reading Tests; *Test Construction; Test Validity
IDENTIFIERS- *Great Britain
As a response to the artificiality of the traditional reading comprehension test, this booklet provides alternative means of testing that are within the guidelines of the British National Criteria. Ideas for testing informative, persuasive, autobiographical, and literary materials are presented in the booklet--carefully chosen to provide material in a meaningful context, to consider reading processes, and to offer students an important role and purpose. For example, the booklet contains some tests that require students to read and write responses to advertisements and editorials that are of particular interest to teenagers, and thus calls into question the value of timed examinations as measures of reading with understanding. Recommended for the future is a coursework folder that will provide a more valid representation of students' achievements as readers--assuming teachers do not model themselves on nation-wide exams. (ARH)

ED 291 081 CS 009 049

Folds, Trisha H.; Best, Deborah L.
Good and Poor Readers' Use of Mnemonic Strategies: A Comparison of Training and Induction Procedures.
PUB DATE- Apr 87

NOTE- 12p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Grade 4; Learning Processes; *Mnemonics; Reading Ability; Reading Difficulties; Reading Improvement; Reading Skills; *Reading Strategies; Recall (Psychology)
IDENTIFIERS- Memory Support; *Memory Training
A study examined whether good and poor readers benefit differentially from intervention in mnemonic strategy use. Subjects, 72 fourth grade males from a suburban public school in the southeast, were randomly assigned to either a training, induction or control group. Training subjects received explicit demonstration of appropriate strategies, while induction subjects were presented with materials that "suggested" the use of targeted strategies, and control subjects received no special instructions. Each subject was individually administered four memory tasks: (1) organization--three 20-item word lists were sorted and recalled; (2) rehearsal--three 20-item word lists were rehearsed and recalled; (3) inference--16 sentences were read, followed by explicit-cued and implicit-cued recall; and (4) story recall--a titled and an untitled story were read and recalled. Subjects were presented with a final set of neutral materials for each task to assess transfer of strategy use. Results indicated that good readers used appropriate strategies more effectively and recalled more information than poor readers. Further, good readers seemed to benefit most from the induction procedure of the organization tasks, while poor readers generally displayed superior strategy use and recall in the training condition. Such findings indicate that good readers benefit most from "learning by doing" in a supportive context, while poor readers perform better with explicit training procedures. (A table of data is attached.) (ARH)

ED 291 082 CS 009 050

Brekke, Gerald
How Does Time Spent in Elementary School Reading Today Compare with That of a Generation Ago?
PUB DATE- 87
NOTE- 4p.; A publication of Mankato State University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; *Comparative Analysis; Content Area Reading; *Early Reading; Elementary Education; *Independent Reading; Reading Habits; Reading Instruction; Reading Research
IDENTIFIERS- Allocated Learning Time
A study compared the amount of time spent in reading at different grade levels between 1961 and 1985, specifically examining the differences in time allocation practices for formal reading and for other reading, and the ways in which these practices compare in different geographic regions during these years. The 1961 study obtained data from 1,224 elementary schools, representing eight geographic areas of the country (21 states), and the 1985 study drew its sample from the same districts as the original study. Results showed an increase between 1961 and 1985 in amounts of time allocated both to basal reading instruction and to other reading. Teachers in grades four, five, and six are putting more attention on formal reading than they did two decades ago, and teachers in grades one, two, and three are doing more with content reading and free reading. In 1961 there were statistically significant differences between various regions of the country in time used for basal reading and for other reading, but in 1985 no such differences appeared. (Four tables presenting comparisons of the differences between 1961 and 1985 reading in elementary schools, and analyses of variances are included.) (MM)

ED 291 083 CS 009 051

Guthrie, John T.
Indicators of Reading Education.
Center for Policy Research in Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CPRE-RR-005
PUB DATE- Oct 87
NOTE- 30p.
GRANT- OERI-G008690011
AVAILABLE FROM- Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, The State University of New Jersey, New Brunswick, NJ 08901; attention: Publications.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Decoding (Reading); Educational Assessment; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Formative Evaluation; Instructional Effectiveness; *Models; *Program Effectiveness; Reading Achievement; *Reading Instruction
IDENTIFIERS- *Educational Indicators; Indicators; *Process Measures
Monitoring the effectiveness of reading education is central to the appraisal of the productivity of schooling, yet most measures currently being used do not take into account the full range of processes which lead to successful reading education. A model of indicators relevant to reading education (outcome, process, and input) can be used to judge more accurately the health of the educational system. Outcome indicators, which describe the results of educational efforts, should include performance on the following sub-aspects of reading: (1) decoding, (2) literal comprehension, (3) locating information, and (4) higher order processes. Process indicators measure a means for achieving desired results, and contain the dual traits of instructional effectiveness--quality and quantity. Quantity of instruction includes the number of courses taken, the quantity of reading instruction, and the quantity of reading for homework. Quality of instruction entails not the time, but the events that occur in time that are instrumental for learning. Characteristics of quality instruction include using students' background knowledge, summarizing, and teaching vocabulary and inferencing. Input indicators describe resources for the educational process such as school plant and equipment, educational and ethnic characteristics of students, and literacy materials at home. Indicators such as these can be used for policy purposes, as well as for research on learning and teaching. (Thirty references are attached.) (MM)

DOCUMENT RESUME

ED 291 084 CS 009 052

Blass, Rosanne J.; Jurenka, Nancy E. Allen
Classroom Uses of Children's Literature: A Research Report.
PUB DATE- May 87
NOTE- 13p.; Paper presented at the Annual Meeting of the International Reading Association (32nd, Anaheim, CA, May 3-7, 1987). Paper uses light dot matrix print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Books; *Childrens Literature; Early Reading; *Independent Reading; Oral Reading; *Reading Aloud to Others; Reading Instruction; Reading Materials; Reading Research; Reading Teachers; *Silent Reading
IDENTIFIERS- Reading Management; Reading Uses
A study examined the extent to which third and fourth grade classroom teachers utilized commonly recommended practices for the use of children's literature. A 39 item questionnaire was constructed and then mailed to 600 third and fourth grade classroom teachers in eight urban and suburban public school districts in Southern California and Northeastern Ohio. Two hundred nineteen teachers returned the questionnaires, for a response rate of 37%. Results showed that children's literature was being used in 37% of the classrooms surveyed. While 16 questionnaire items tended to occur regularly, 23 items tended to occur rarely. Independent silent reading tended to occur daily, whereas reading aloud to students tended to occur on a weekly basis. The majority of items that occurred regularly tended to occur on a monthly basis. (A copy of the Children's Literature Survey is attached.) (JK)

ED 291 085 CS 009 053

Sanacore, Joseph
Societal Pressures and the Need for Developing Lifetime Literacy through Independent Reading in the Schools.
PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basal Reading; Elementary Secondary Education; Illiteracy; *Independent Reading; Literacy Education; *Program Development; Reading Achievement; Reading Failure; Reading Improvement; *Reading Instruction; Reading Interests; Reading Teachers; *Recreational Reading; Social Change; Social Environment; Social Influences
IDENTIFIERS- Reading Behavior; *Reading Motivation
Societal trends and related pressures on children have generated a greater need for school support of independent reading, which can help students develop lifetime literacy and prevent school failure and dropping out. Providing opportunities for free reading during the school day is a qualitative way of filling a literacy gap for children. Educators should consider implementing lasting innovations that guide students to become independent, successful learners. The following suggestions provide some insight and direction for implementing independent reading on a long-term basis: (1) consider independent reading in the context of remedying school problems; (2) be aware of complex factors that are necessary for program durability; (3) prevent potential crises that could have a negative impact on the innovation; and (4) use approaches that increase the chances of successfully maintaining the innovation. Genuine cooperation among colleagues is also necessary for a lasting independent reading program because a strong sense of ownership contributes significantly to a sustained commitment. (A one-page resume of highlights of a lasting independent reading program is attached, as are 15 references.) (JK)

ED 291 086 CS 211 020

Abrams, Michael E.; Norvelle, Ronald L.
Computer Design on a Budget for College and High School Journalism Teachers.
PUB DATE- 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Graphics; *Computer Oriented Programs; *Computer Uses in Education; Higher Education; High Schools; *Journalism Education; School Newspapers
IDENTIFIERS- Apple (Computer); Apple Macintosh; Commodore 64; *Journalism Computer Assisted Instruction
Computer graphic procedures can be adapted at low cost in order to teach the basics of layout and good design in high school and college journalism classes. Both journalism educators and students can benefit from computer equipment used as a vehicle for graphics experimentation. In addition to creating experimental newspaper and magazine page designs and presenting design concepts, such procedures accomplish the following objectives: (1) students become conversant with new technology; (2) students learn to apply this technology to solve problems; and (3) the actual work product has value for the school and the students because it is tangible. Some inexpensive graphics tools (such as the Kaola Technologies graphics tablet) now available include dot-matrix printers; drawing pad/stylus systems; "swap" screens; and the popular "mouse," a palm-sized device which can create lines on a screen. Advantages in purchasing small systems, other than initial cost, include the availability of inexpensive local repairs, and access to computer clubs that often provide repair services. (Twelve examples of computer-generated graphics are attached.) (JK)

ED 291 087 CS 211 023

Thomas, Ronald S.; And Others
Strategies for Differentiating Curricula.
Baltimore County Public Schools, Towson, Md.
PUB DATE- 85
NOTE- 166p.
AVAILABLE FROM- Department of Curriculum, Baltimore County Public Schools, 6901 Charles Street, Towson, MD 21204 ($35.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academically Gifted; Brainstorming; Creative Thinking; *Critical Thinking; Figurative Language; *Instructional Materials; Intermediate Grades; *Learning Strategies; Metacognition; Middle Schools; *Problem Solving; Questioning Techniques; Semantics; Teaching Guides; Teaching Methods
IDENTIFIERS- Analogical Reasoning; Analogies; Blooms Taxonomy; *Creative Problem Solving; *Divergent Questioning; Synectics
Concentrating on strategies for processing information, this guide provides a collection of models and techniques appropriate for differentiating the content and instructional procedures in the classroom, and is designed for use with intermediate academically talented students. The guide is divided into four sections--Differentiated Questioning, Critical Thinking, Creative Thinking, and Problem Solving. The section on differentiated questioning compares several different taxonomies, discusses Bloom's Taxonomy in detail, and suggests procedures for developing questions with students, including a divergent question model. In the critical thinking section, sample lessons are provided for semantics, logic, and authenticity, and includes resource/activity sheets for each lesson. The section on creative thinking covers the topics of fluency, flexibility, originality, elaboration, and evaluation strategies. Finally, the problem solving section discusses various problem solving strategies and models, such as inductive and deductive reasoning, synectics, and the Whole Mind Approach. All sections provide teacher self-evaluation forms and bibliographies for related readings. (MM)

ED 291 088 CS 211 034

Stoneberg, Bert, Jr.
Analytic Trait Writing Assessment: A Report to the School Board, 1986-1987.
Greater Albany Public School District 8J, OR.
PUB DATE- Aug 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Grade 5; Grade 7; Grade 9; Grade 11; *Student Writing Models; Writing (Composition); *Writing Evaluation; Writing Processes; Writing Skills
IDENTIFIERS- *Analytic Scoring; Evaluation Reports; Writing Samples
Under the leadership of the Language Arts Curriculum Committee, the Greater Albany (Oregon) Public Schools conducted a district assessment of writing skills of students in grades 5, 7, 9, and 11, using the "analytic trait scoring" method (ATS). The testing procedure conformed to the writing process implemented through the district's Real Writing Project, and student papers were scored by teachers on six traits that comprise good writing: ideas and content, organization and development, voice, word choice, sentence structure, and writing conventions. Four testing sessions, each on a different day, were required. The first session introduced the topic and encouraged prewriting activities. In the second session students wrote a rough draft, while revising took place at the third session. The fourth session was used to write a final copy. Average scores for the analytic traits at each grade level, with the exception of the voice trait in grade 11, indicated that student papers were such that observed strengths generally balanced observed weaknesses, i.e., that student writing skills were developing as reasonably expected at their respective grade levels. (Writing samples and scores are presented for each level, as well as charts showing the percentages of strengths and weaknesses of the writing traits. Analytic rating guides for each writing trait, summary results tables for each level, a sample test, and judge scoring sheet are appended.) (MM)

ED 291 089 CS 211 035

Gladstone, Carol
Thinking, Reading, and Writing across the Curriculum.
PUB DATE- Nov 87
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- Content Area Reading; *Content Area Writing; Critical Thinking; Grade 9; *Interdisciplinary Approach; Junior High Schools; *Mathematical Enrichment; *Mathematics Achievement; Motivation Techniques; Problem Solving; Reading Skills; Remedial Instruction; School Publications; Word Processing; *Writing Across the Curriculum; *Writing Instruction; Writing Processes; Writing Skills

IDENTIFIERS- College Bound Program; New York State Regents Competency Tests; Teacher Researchers
Instruction in reading, writing, and thinking has an important place in all classrooms. A study examined the effect of writing instruction on students' mathematics achievement, as measured by grade point average in math class and scores on the New York State Regency Competency Test in Mathematics. Subjects, 56 ninth-grade students involved in a college bound reading program in a New York City high school, received instruction in word processing, writing process, and publishing which focused on the major assignment--writing a guidebook to the state examination for other students in the school. A control group received no writing enrichment. Results showed that the writing instructior had a positive influence on students' math achievement. (Examples are included of similar projects that have been successfully carried out in English and history class.) (ARH)

ED 291 090 CS 211 036

Slaughter, Judith Pollard
A Focus on Revision: Some Teaching Strategies.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Language Experience Approach; Peer Groups; *Revision (Written Composition); Teaching Methods; Writing (Composition); Writing Exercises; *Writing Improvement; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- *Writing Strategies
Revision, an essential component of the writing process, encompasses two basic elements: rewriting the content to assure clarity, and editing the draft to eliminate mechanical and grammatical errors. It is important for teachers to plan lessons directed specifically toward helping children make more sense of their messages. This document presents a number of strategies designed for teachers (1) to demonstrate to children the need for content revision; (2) to help children clarify the content of their writing; (3) to demonstrate to children the need for editing changes; and (4) to assist children in their editing efforts. The recommended strategy for demonstrating the need for revision

presents a writing model that contains mistakes and allows students to suggest improvements. The strategies for teaching revision skills use the language experience approach, and emphasize peer interaction. (ARH)

ED 291 091 CS 211 038

Iaccino, James F.; Sowa, Stephen J.
Cerebral Asymmetries in the Processing of Dichotic Materials as a Function of Sex, Handedness, and Instructions.
PUB DATE- May 86
NOTE- 25p.; Paper presented at the Annual Meeting of the Midwest Psychological Association (58th, Chicago, IL, May 8-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Brain Hemisphere Functions; Cognitive Psychology; *Cognitive Style; Higher Education; Language Acquisition; *Language Processing; *Lateral Dominance; Left Handed Writer; Neurological Organization; *Sex Differences
IDENTIFIERS- *Dichotic Listening; *Handedness
Since past studies have shown that females as well as left-handers do not demonstrate a right-ear advantage for verbal materials, suggesting that linguistic functions may not be handled in the left hemisphere exclusively, a study was conducted to examine these laterality effects more closely. Subjects, 24 undergraduate students at a small college in Illinois, were divided equally into groups according to sex and hand dominance. Experimental instructions as to which ear to focus on were provided in a dichotic listening procedure, with left-ear attendance required in the first block of trials and right-ear in the final set. Results indicated an interaction between sex and instructions--with males performing better than females when asked to attend to the right ear, highlighting the importance of information processing strategies in asymmetrical performance. It still remains to be determined whether males have a more linguistically oriented left hemisphere or are more effective task demand followers than females. (A table of data is included, and 55 references are attached.) (ARH)

ED 291 092 CS 211 039

Christenbury, Leila
Reactivating the Learning Process: A Short History, a Brief Rationale.
PUB DATE- Nov 87
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; *Classroom Environment; Critical Thinking; *Educational Change; *Educational History; Educational Needs; Elementary Secondary Education; Induction; *Learning Processes; Student Motivation; Student Role; Teacher Motivation; *Teacher Role
IDENTIFIERS- *Passivity
In most public schools today, where teachers must function as dispensers of knowledge and judges of correctness while students must function as listeners, repeaters, and memorizers, the learning process is passive. Such a passive learning process is an exhausting, burdernsome, role for the teacher and is draining on students, for it requires them to be silent, attentive, and disciplined in a manner that is not applicable in other life situations. Passive learning has not always been the rule. The Progressive Movement, begun by John Dewey, involved students in their education, preparing them not just for college--which many would never attend--but also for life. However, shortly after 1957, in response to the Sputnik scare and the belief that America was soft not only in technology but also in educational standards, the Progressive Movement yielded to the Academic Model, which looked upon language arts as a subject to be tested, structured, and measured. It was not until the mid-1960s, when critics pointed out that racial and cultural minorities were being left behind, that the Academic Model lost ground. Several recent studies show that since the middle 1970s, American schools have been influenced by a back to the basics movement, which came about as a reaction to the more progressive educational current of the late 1960s and early 1970s. This back to the basics movement is also characterized by the passivity of the learning process. It is important for educators to reactivate the learning process. An educational system which discourages critical and creative thinking is unlikely to aid students in becoming active and questioning members of their

society. The key to reactivation is inductive teaching which excites, challenges, and allows students some control over their learning. The benefits of reactivation are great--for students, teachers, administrators, and society. (ARH)

ED 291 093 CS 211 042

Gengler, Charles R.; Gengler, Gail C.
The C. & G. Spelling Program.
PUB DATE- 87
NOTE- 44p.
AVAILABLE FROM- C. & G. Curriculum Consultants, P.O. Box 152, Monmouth, OR 97361 ($6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Elementary Secondary Education; *Spelling; *Spelling Instruction; Teaching Guides; Teaching Methods; Visual Learning; Word Lists
IDENTIFIERS- Spelling Growth

Emphasizing correctness and spelling as a visual skill, this spelling program calls for an individualized format built around a mastery word list. The program recommends, in addition to the master word list of 100 words, that each student develop a personal word list consisting of at least 36 words that the student has misspelled on a delayed recall pretest. The program also makes use of the visual-imagery approach to spelling in the following way: (1) visualize/study the word; (2) close eyes and spell the word, preferably orally; (3) check the word; (4) if spelled incorrectly, return to step one, and if spelled correctly; then (5) write the word once; (6) check the word; and (7) if spelled incorrectly, return to step one, or if spelled correctly, study the next word or terminate study. Also included in the program is a week-by-week organizational plan, a chart comparing traditional spelling programs and the C. & G. program, and a discussion on using the personal word list in first grade. In addition, several frequently asked questions are answered regarding this program and its implementation. (An order form is appended.) (MM)

ED 291 094 CS 211 044

Rasinski, Timothy V.; DeFord, Diane E.
Students and Their Writing: Perceptions, Motivations, and Behaviors.
PUB DATE- 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Educational Strategies; Elementary Education; Grade 3; Grade 4; Instructional Design; *Instructional Effectiveness; *Language Attitudes; Perception; Student Centered Curriculum; *Teacher Student Relationship; Teaching Methods; *Writing Instruction; Writing Research
IDENTIFIERS- Writing Attitudes; Writing Contexts

A study examined the perceptions elementary school students hold toward writing and writing instruction, and questioned whether these perceptions vary by the kind and nature of instruction provided. A total of 96 students in grades three and four in a large midwestern middle class school took part in the study. The students were divided into two groups: (1) one group participated in a traditional approach to writing instruction defined in terms of separate, sequential skills being taught during an assigned period using a basal reader; and (2) the second group participated in a more informal approach allowing students to negotiate with the teacher concerning the choice of themes, book genres, writing and reading assignments, etc. Student answers on forced-choice questionnaires designed to probe their perceptions, interests, and their behavior toward writing indicated that students' perceptions do vary with the kind and nature of the instruction. Students in the informal classes appeared to have an advantage over their counterparts in the traditional classes across all probes employed in the study, and they saw writing as an enjoyable and meaningful activity that was initiated for their own purposes. Findings suggest that teachers and curriculum specialists need to evaluate critically the methods and tasks used in writing instruction. (Five tables of data are included.) (NH)

ED 291 095 CS 211 045

Lee, Sharon
Reflections from a Language Arts Methods Class: The Experience of Process Writing and Writing Apprehension.
PUB DATE- Mar 87
NOTE- 20p.; Paper presented at the National Council of Teachers of English Spring Conference (6th, Louisville, KY, March 26-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Elementary Education; Elementary School Teachers; Higher Education; Holistic Evaluation; Language Arts; *Preservice Teacher Education; Prewriting; Student Attitudes; Teacher Student Relationship; Teaching Methods; Theory Practice Relationship; *Writing Apprehension; Writing for Publication; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Teacher Researchers; *Writing Attitudes
Realizing that many preservice elementary teachers experience writing apprehension which may affect their role as writing instructors, this semester-long study was undertaken in order (1) to provide preservice teachers with an appropriate role model of a teacher who gives positive feedback and improves students' concepts of themselves as writers; and (2) train preservice teachers with the skills necessary to be this kind of writing teacher. Seventeen language arts students seeking certification as elementary school teachers were given the Daly-Miller Writing Apprehension Scale at the beginning of the semester. Throughout the semester the students became actively involved in process writing. The instruction was patterned after the training model outlined in "The Writing Project," by H. Daniels and S. Zemelman, which encourages participants to think of writing as a holistic process and involves participants in an intensive series of thinking and rethinking, prewriting and rewriting exercises. At the end of the semester, five students who showed high apprehension on the Daly-Miller Writing Apprehension Scale at the beginning of the semseter responded positively, in written responses, to the training. Findings showed that the teacher education students learned to enjoy writing and felt that they could now be effective teachers of writing in elementary school. (NH)

ED 291 096 CS 211 048

King, Martha L.

Speech to Writing: Children's Growth in Writing Potential. Technical Report No. 414.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 88
NOTE- 25p.; Portions of this paper presented at the Conference on Reading and Writing Connections (Urbana, IL, October 19-21, 1986). This paper will also appear in "Reading and Writing Connections," Jana Mason, Ed.
GRANT- OERI-G-86-0004
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; *Language Acquisition; Language Processing; Language Research; Literacy; *Psycholinguistics; Theory Practice Relationship; *Verbal Development; Verbal Learning; Writing Processes; Writing Skills; Young Children
IDENTIFIERS- *Narrative Text; *Story Telling by Children; Story Writing; Text Factors

Focusing on language development--from beginning speech to literacy--with particular attention paid to growth in writing, this paper identifies and describes: (1) links between speech and writing; and (2) features of children's written and spoken texts that indicate growth. The process of constructing "texts" is presented as the fabric of all discourse where connections between speech and writing and reading and writing can best be seen, and the process is traced through an overview of children's language development from the infant's initial contact with speech to the early primary grades when children produce written texts. By highlighting key concepts of language and learning such as intersubjectivity, intertextuality, and the constructive function of language, the study shows how literacy can naturally evolve from language. Examples of early reading, and story telling and writing are presented and analyzed as they illustrate development in terms of story structure, cohesive elements and social/cultural contexts. (NH)

ED 291 097 CS 211 049

Rasinski, Timothy V.
Literacy Learning and Relationship Building through Dialogue Journals.
PUB DATE- 87
NOTE- 20p.; Paper presented at the Annual Meeting of the National Reading Conference (37th, Clearwater, FL, December 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Altruism; Grade 1; Higher Education; *Interpersonal Relationship; Methods Courses; *Preservice Teacher Education; Primary Education; *Prosocial Behavior; Reading Writing Relationship; Student Centered Curriculum; Student Development; Student Writing Models; Teacher Student Relationship; *Teaching Experience
IDENTIFIERS- Dialogue Journals; University of Georgia
In recent years, teacher education curriculum has become more focused on the "back to basics" issue of teaching, encouraging teachers to manipulate students and classroom environments to attain one goal: academic learning. Critics claim this narrowing of the teacher education process has led to negative social consequences where children are represented as things or raw material to be made into finished products. Following Urie Bronfenbrenner's suggestion that preservice teachers should have opportunities to enter into relationships with their students, and school curriculum should integrate academic learning with prosocial or altruistic development, the elementary teacher education program at the University of Georgia assigned daily dialogue journals to be written between each student teacher and a young student to provide the student teacher with a vehicle for entering into and developing a relationship with a student in a limited period of time. Daily entries were made in the journal (notebook) by both the student teacher and the child, with the student teacher instructed not to correct the entry or use it for didactic purposes. Although early entries tended to be superficial in many respects, later journal entries indicated that a sense of trust and rapport was beginning to emerge between journal partners at the same time skills in written communication were being promoted. (NH)

DOCUMENT RESUME

ED 291 098 CS 211 050

Aiex, Nola Kortner
A Brazilian Oz?
PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Popular Culture Association (Louisville, KY, April 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authors; Characterization; Childhood Interests; *Childrens Literature; Comparative Analysis; Creative Writing; Cultural Context; Fantasy; *Fiction; Foreign Countries; Latin American Literature; Literary Styles; Literature Appreciation; Mass Media; *Popular Culture; Reading Materials; *Recreational Reading; Writing for Publication
IDENTIFIERS- Audience Awareness; Audience Response; Baum (L Frank); Brazil; *Classics (Literature); Utopia; Utopian Literature; Wizard of Oz; *Writing for Children

Both the American author, L. Frank Baum, and his Brazilian counterpart, Jose Monteiro Lobato, created children's books that featured alternative worlds, peopled by characters who fascinated many generations of young readers. The authors were both born in the second half of the nineteenth century into families of privilege, and both enjoyed idyllic childhoods in rural settings, Baum in upstate New York and Lobato in the Brazilian interior. Another parallel is that both came late to writing for children after pursuing various other careers with indifferent success. Baum's series of 62 Oz books published over 19 years were written in a plain, down-to-earth prose style, and his youthful protagonists behaved like ordinary children. Lobato's world, also sustained through many books and over many years, was the "Farm of the Yellow Woodpecker" ("Sitio do Picapau Amarelo"), inhabited by an elderly grandmother, an equally elderly black cook, the young girl Narizinho, and her rag doll Emilia. Oz has been described as a self-contained enclave surrounded on all sides not by the sea but by impassable deserts. Lobato's "sitio" better fits the description of a Utopia--the characters rarely leave the farm and always return there in the end. "The Wizard of Oz" found a worldwide popular audience thanks to the movies and, later, television, while the "Farm of the Yellow Woodpecker" became known throughout Latin America because of a long-running (14 years) serial on Brazilian TV. (JC)

ED 291 099 CS 211 051

Poger, Fran; And Others
Rewrapping the Package: Helping Students To Rewrite Willingly.
PUB DATE- Nov 87
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987). Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Education; Grade 1; Grade 3; Grade 6; *Peer Evaluation; *Revision (Written Composition); Student Motivation; Teaching Methods; *Writing Exercises; Writing Improvement
IDENTIFIERS- *Childrens Writing; *Revision Processes; Writing Assignments; Writing Strategies
Based on the notion that children will rewrite willingly if given a definite purpose, three alternatives for revision connect the necessity of revision to the students' acceptance and desire to revise. The first alternative is to have the children revise their original story format, where the basic storyline remains the same, but the ideas, vocabulary, and sentence structure are expanded. Another suggestion is to have the students rewrite their stories for a different audience. For example, intermediate level students would redraft stories for primary students by conferencing with the younger children about their preferences and understanding. The third idea is to have students revise their stories with the use of the computer. Students are paired with peer editors and rewrite previously saved documents to improve the original text. Interactions between various grade levels proved to be successful and motivated students to improve their original drafts. (MM)

ED 291 100 CS 211 054

McKeough, Anne M.
Stages in Story Telling: A Neo-Piagetian Analysis.
PUB DATE- Jul 87
NOTE- 28p.; Paper presented at the Biennial Meeting of the Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; Educational Research; Elementary Education; Memory; Narration; *Story Telling; Structural Analysis (Linguistics)
IDENTIFIERS- Case (R); Narrative Text; *Oral Composing; Plot (Fiction); *Story Structure; Story Telling by Children
Using a neo-Piagetian structural analysis, two studies examined developmental differences in the oral narratives of children aged four to ten years. The first experiment, reporting on 20 children at each of the dimensional substages (mean ages of 4.8, 6.1, 8.5, and 10.6 years), showed that a qualitative shift occurred between four and six years when scripts were replaced by plots. At eight and ten years, the story structures showed a quantitative increase in the episodic complexity which correlated positively with working memory capacity. The second study, using four groups of 20 children (aged 4-, 6-, 8-, and 10-years old), demonstrated that the developmental progression was maintained when increasingly explicit structural cues were offered to a second group of similarly aged children and that the processing demand of the story structures showed no significant deviation from the hypothesized processing capacities, across age groups. Moreover, when task processing demand was adjusted to correspond to the capacity levels hypothesized for each age group, performance was altered. (Figures of Case's stages and substages (1985), prototypic stories for each age level, and scoring criteria are included, and 17 references are appended.) (MM)

ED 291 101 CS 211 055

Davis, Diana F.
Contemporary Heroes as Role Models for Oral Language Development.
PUB DATE- Mar 87
NOTE- 37p.; Paper presented at the Meeting of the International Oracy Convention (Norwich, Norfolk, England, March 30-April 3, 1987). Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Athletes; Content Analysis; Elementary Secondary Education; *English Curriculum; Foreign Countries; Instructional Design; *Language Proficiency; Modeling (Psychology); *Oral Language; *Role Models; Speech Communication
IDENTIFIERS- Australia; Heroes; *Oracy
Oral language has primacy both developmentally and by virtue of use for most individuals in our society; however, the development of oral language for many children is left to chance. Although English education journals have resounded with exhortations to teachers about the importance of encouraging children to talk, the recent limited research suggests strongly that speaking and listening activities in Years 7-10 classes have very low profile by comparison with the amount of time devoted to reading and writing activities, at least in Australia. One macro-level speech community which cuts across age, sex, and social class boundaries in Australia is sports, and an examination of the speech community inhabited by sporting "heroes" reveals the nature of the role models for young people's oral language. A study of 15 hours of video tape interviews with sports heroes yields four major classifications (expressive moments, self-reflection, decision-making considerations, and outer-directed analyses) which account for virtually all the utterances apart from social banalities and chitchat revealing startling limitations of self-observation, analysis and reflection. These interviews not only provide a model for sporting fans--of whom children and adolescents form a substantial group--they also provide a data base for the study of the products of the English education of the seventies and eighties, presenting evidence to support the need for constructive direction from curriculum designers and researchers. (A list of 15 references is appended.) (NH)

ED 291 102 CS 211 058

Rush, R. Timothy; And Others
Composing Meaning: Writing, Painting, Reading.
PUB DATE- Nov 85
NOTE- 28p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Conference (75th, Philadelphia, PA, November 22-27, 1985). Figures may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Cognitive Processes; Elementary Education; *Learning Strategies; *Painting (Visual Arts); *Personal Narratives; Reading Comprehension; *Reading Instruction; Reading Skills; Revision (Written Composition); *Writing Instruction; Writing Research; Writing Skills; Written Language
IDENTIFIERS- Idea Generation; *Writing Strategies
Writing and reading can be viewed as processes in which meaning is gradually constructed, and this description extends to the visual arts as well. Certain process-oriented thinking skills are inherent in both, including comprehending and composing, regenerating ideas, the application of language learning and processing. Five characteristics of effective composing and comprehending can also be identified: planning, drafting, aligning, revising, and monitoring. Three case studies, in which artists and writers discuss the process of composing, provide useful models demonstrating the parallels between composing in painting, writing, and reading. The composition of meaning in reading can be observed through a five-step method of repeated readings: (1) survey the headings; (2) read the introduction and summary; (3) study the graphics and captions; (4) read the first and last sentences in the paragraphs of each section; and (5) read each section phrase by phrase. The parallel between paint and print media provides teachers of novice writers with ways of concretely illustrating the process of constructing meaning. The value of revision and editing in writing can be more fully appreciated by young writers who have experienced its effects in both painting and reading. (Four figures and a table summarizing the five-step method of composing meaning in reading are included, and references are appended.) (MM)

ED 291 103 CS 211 060

Haven, Mary Jo; And Others
"Write On, Illinois!" A User's Guide to Scoring Student Essays. Volume II. 1987.
Illinois State Board of Education, Springfield.
PUB DATE- 87
NOTE- 153p.; For volume I, see ED 264 298.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Expository Writing; Holistic Evaluation; Narration; Persuasive Discourse; Student Writing Models; Training Methods; *Writing (Composition); *Writing Evaluation
IDENTIFIERS- Essay Topics; Evaluation Standards; Illinois; *Writing Assignments
In order to facilitate the decentralization of the Illinois writing assessment program, this handbook describes and provides materials for writing assessment training workshops. The first of the nine sections in the handbook gives a general overview of the Illinois Writing Assessment. The second section, on training for assessment, describes procedures for training raters and presents guidelines for conducting introductory sessions. The third section gives a general description of the integrated holistic/analytic rating guide, with a discussion of score categories, text-level features of focus, support/elaboration, and organization, and sentence-level features of conventions and directions. Sections 4, 5, and 6 provide guides for scoring persuasive, narrative, and expository writing, and include sample student essays and scoring explanations for each type of writing. Section 7, Ideas for the Classroom, discusses how to teach development features of writing within essay assignments, group writing, and how to write prompts. Section 8 Adaptations for Speaking and Listening Assessment, suggests rating features for speaking and listening. The ninth section, appendices, includes copies of student writing assignments and papers. (MM)

ED 291 104 CS 211 061

Froese, Victor
Language Assesment: What We Do and What We Should Do!
PUB DATE- May 87
NOTE- 9p.; Paper presented at the Northwest Regional Conference of the National Council of Teachers of English (Vancouver, British

Columbia, Canada, May 2, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Technigues (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Foreign Countries; Formative Evaluation; Holistic Evaluation; *Instructional Effectiveness; Language Tests; *Measurement Techniques; *Standardized Tests; Summative Evaluation; Teacher Made Tests; Teaching Methods; Theory Practice Relationship
Inconsistencies develop in the educational system both because teachers receive "mixed signals" and because theory and practice become discrepant, a situation which creates dilemmas in language assessment. Some current dilemmas include: (1) the difficulty in determining whether teacher-made and standardized tests measure what they are supposed to; (2) the fact that teachers tend to rely on product rather than process to infer students' ability; (3) the issue of whether holistic or discrete-point assessment is more beneficial; (4) the fact that teachers sometimes measure comprehension without providing comprehension instruction; and (5) the problem that standardized tests may be useful for grading but are of far less use for instruction than other measures of ability. A number of procedures which focus on the formative, on teaching, on the holistic, on the student and on process within the language arts--listening, speaking, reading and writing--are available and should be sought by the classroom teacher since ill-considered tests can lead to a thoughtless curriculum as teachers teach to inappropriate tests. (Fourteen references are attached.) (NH)

ED 291 105 CS 211 063

Schwartz, Jeffrey
Using an Electronic Network To Create a Read Context for High School Writing.
PUB DATE- 87
NOTE- 7p.; Narrative report for the National Council of Teachers of English Teacher-Researcher Project.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audience Analysis; Classroom Research; *Computer Assisted Instruction; *Cultural Differences; *Electronic Mail; Expectation; Information Networks; Labeling (of Persons); Letters (Correspondence); Secondary Education; Stereotypes; Student Writing Models; Teaching Methods; Teleconferencing; *Writing Instruction; Writing Research
IDENTIFIERS- *Audience Awareness; Teacher Researchers
In an effort to broaden the context for classroom writing by providing an audience other than the teacher and classmates, a study used microcomputers, a modem and an electronic mail service to set up communications with classes in other communities. Two classes (27 students) at Sewickley Academy in Pennsylvania communicated for a semester with two classes from Wilsall, Montana (19 students) and one class (23 students) from Kyle, South Dakota. Students wrote in a variety of forms--notes, letters, stories, interviews, drafts, transcripts, and summaries--writing informally and formally and adjusting to the particular rhetorical situation by determining what the reader needed to know, what tone to adopt, and what form to write in. The three schools were extremely different from each other: Kyle is located on a Sioux reservation, Wilsall is very small school in the Rocky Mountains, and Sewickley Academy is a private school in an affluent suburb of Pittsburgh. The students began their course investigating their preconceptions of the other communities, writing about and expressing their stereotypes freely in class. At the completion of the course the majority of the Sewickley students agreed that they were more aware of cultural differences in the United States and had learned to question stereotypes, suggesting that the range of discourse was important not only in teaching students to be agile writers but also in providing a situation where students write to find out about different people and other communities. (NH)

ED 291 106 CS 211 066

Hatcher, Donald
Critical Thinking and Conceptual Schemes.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Meeting of the Conference in Critical Thinking (Newport News, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Processes; *Concept Formation; *Critical Thinking; Epistemology; Higher Education; Instruction; Learning Strategies; Logical Thinking; *Philosophy; Schemata (Cognition)
IDENTIFIERS- Conceptual Frameworks; Critical Evaluation
Although the critical thinking movement is a significant trend in both philosophy and teaching, there are certain points of view within the movement which have the potential for undermining its success. One of these developments, conceptual scheme talk, is contradictory to any intelligible notion of critical thinking. Believers in this concept hold that what counts for the truth is a function of a person's conceptual scheme, or peculiar human purposes, and as each individual's conceptual scheme varies, so does what counts for being called the truth. A person could not endorse the idea that truth is relative to one's conceptual scheme and at the same time give an adequate account of what it means to think critically. Critical thinkers must be careful before committing themselves to the belief that knowledge or reasonableness is a function of a conceptual scheme, for this makes the project of critical evaluation impossible, and any argument providing evidence against this position would contradict the position. "Conceptual scheme" and "background logic" talk can be translated into talk about biases, prejudices, and questionable assumptions. The teaching of critical thinking must entail some objective notion of truth, in order to avoid becoming just one more fad in the history of the critical thinking movement. (Notes are attached.) (MM)

ED 291 107 CS 211 068

Pytlik, Betty P.
Designing Effective Writing Assignments: What Do We Know?
PUB DATE- Mar 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Secondary Education; Student Motivation; Teaching Methods; Test Construction; Writing (Composition); *Writing Evaluation; *Writing Instruction; *Writing Research
IDENTIFIERS- *Writing Assignments; Writing Tasks; *Writing Topics
Reflecting the large role that writing assignments play in teaching and testing, a great quantity of research and published discussion exists which examines issues in designing writing topics for assessments. Because the immediate purpose of an assessment instrument is to measure students' writing proficiency, writing tasks that push students to demonstrate skills that they have not developed may elicit misleading writing samples. In addition, writing topics that do not challenge students to develop and master skills may not enhance their performance. Several publications offer guidelines for help in designing assignments for instruction in writing, including Erika Lindemann's "A Rhetoric for Writing Teachers," and Richard Larson's "Writing in the Academic and Professional Disciplines." Research has addressed the following questions on designing topics: (1) what kinds of cognitive tasks should students be asked to perform; (2) on what subjects should the prompts be written; (3) how specific should the rhetorical contexts of the questions be; and (4) how should the test topic be structured. Findings showed that students did better with textbook topics than with their own topics, humorous responses to the topics received higher evaluations, and few assignments specified audience, context purpose, or style. (Twenty-nine references are appended.) (MM)

ED 291 108 CS 211 074

Diedrick, Patricia; And Others
Family Stories: Gender Differences in Worth and Efficacy.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Family Characteristics; *Family History; Family Influence; Family Life; Family Relationship; Family Role; Higher Education; *Sex Differences; Sex Role; *Sex Stereotypes
IDENTIFIERS- Heroes; Male Female Relationship; Story Content
A study investigated gender differences in the descriptions of behaviors of the main characters in family stories in relation to worth and efficacy, and the association of success or failure with these dimensions. Respondents, 102 females and 22 males, from both first and second generations, were selected and asked to relate family stories, demographic information, and information concerning identification, family cohesiveness and other family characteristics. Story heroes were rated as to whether behaviors were stereotypically male, female or neutral, whether efficacy/worth was involved, and whether behavior ended in success or failure. A rating system for stereotypicality of behaviors had been developed previously in a pilot study. Results showed that few stories involved descriptions of efficacious failure, which in part may reflect the American work ethic. While females were described as more worthy in terms of the stereotypic female role as caregiver, males were described primarily in terms of efficacy. Variations in descriptions were associated with traditional gender roles rather than with certain personal attributes of the story teller. (A table of data is included, and seven references are attached.) (JK)

ED 291 109 CS 506 020

Weiss, Robert O.
Discourse Fields across the Curriculum.
PUB DATE- Nov 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Course Content; *Curriculum Design; Curriculum Research; *Discourse Analysis; Higher Education; Inquiry; Rhetoric; *Speech Instruction; *Undergraduate Study
IDENTIFIERS- Content Learning; *Learning across the Curriculum; *Rhetorical Theory
In order to explore the rhetorical components of instruction at the undergraduate level and determine whether differences and similarities exist among the discourse fields represented by instructors in the kind of talk which they regard as desirable in their classroom, formal interviews were conducted with teaching faculty representing 15 different fields at a small midwestern university. The disciplines represented included art, chemistry, communication, economics, English, music, physics, psychology, and theatre. Thirteen of the faculty members had completed a speaking and listening across disciplines workshop, and all were individuals who incorporated student speaking liberally in their courses. Because each discipline was represented by only one respondent, no conclusions about a specific field should be drawn. However, with a broad specturm of fields represented, useful similarities and differences can be identified, and four conclusions suggest themselves as guides to the disciplinary fields: (1) some distinctions in kinds of talk regarded as appropriate in undergraduate classrooms are seen; (2) in developing programs of speaking and learning across disciplines, a proviso should be introduced to the effect that talk is not the same in every classroom; (3) a discrete "discourse field" which could exist may be labeled "academic," that students should get used to; and (4) the less valued kinds of talk relating common experiences should be built upon rather than discounted. (Fifteen references are attached.) (NH)

ED 291 110 CS 506 021

Cohen, Marlene C.
Expanding the Role of the Community College Professor: Teaching Credit and Noncredit Courses to Fulfill the Contract.
PUB DATE- Nov 87
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; *Community Colleges; *Community Education; Community Services; *Continuing Education; Extension Education; Faculty Development; *Noncredit Courses; Outreach Programs; Public Education; School Community Relationship; *Speech Communication; Two Year Colleges
IDENTIFIERS- Adult Learning Specialists; Communication Consultants; *Community College Teachers; Continuing Education Programmers
The noncredit teaching areas of community colleges are significant and growing. Community colleges' close links to their communities plus their ability and desire to service a variety of student needs allow them to provide innovative and specific on-campus noncredit courses, such as specialized business courses. Communication faculty have the potential for developing noncredit communication skills courses, and even greater opportunities blossom when the communication faculty member can work directly with the client to recommend and to develop appropriate courses. However, flexibility is needed to interact with noncredit staff and administration in ways that bridge the credit/noncredit gap. The benefits to the community college of faculty involvement, particularly communication faculty, in this partnership are as follows: (1) increasing enrollment through noncredit courses; (2) providing faculty with more experience by teaching a diversity of students; (3) strengthening of the quality of faculty members' teaching methods; (4) increasing the college's interaction with community residents and businesses; and (5) closer linking of credit and noncredit areas. Developing new noncredit training courses taps the creativity, specific expertise and interests of the faculty and helps eliminate the burnout that comes with the routine of always teaching the same courses. (JK)

ED 291 111 CS 506 022

Allen, Jerry L.; And Others
The Effects of Communication Avoidance, Learning Styles, and Gender upon Classroom Achievement.
PUB DATE- Nov 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Classroom Communication; Cognitive Development; Cognitive Style; *Communication Apprehension; Emotional Development; Higher Education; Interpersonal Communication; *Sex Differences; Social Cognition; Teacher Characteristics
IDENTIFIERS- *Avoidance Behavior
In order to prescribe instructional strategies that match individual learning styles, a study examined the relationships among students' gender, communication avoidance behavior, and classroom achievement. Additionally, the study investigated the relationship of the instructor's gender to the student's perception of instructor immediacy and the experiencing of cognitive and affective learning. Data collected on 389 undergraduate students indicated that females experience more communication apprehension (CA) in the classroom, but females were generally more immediate than males. Male students showed a preference for more independent and avoidant learning styles, while female students preferred collaborative and participative learning styles. Interestingly, though female students reported higher CA in the classroom, they experienced more affective and cognitive learning than male students. Overall, communication variables proved to be better predictors of learning than learning style variables. Low CAs learned less and felt worse about themselves in the classroom. Female instructors assigned higher grades and were perceived as more immediate than male instructors. (A 72-item reference list and 4 data tables are appended.) (Author/GPL)

DOCUMENT RESUME

ED 291 112 CS 506 023

Winsor, Jerry L.

Peace with Justice: What We in Communication Can Offer for the Future of Higher Education.

PUB DATE- Nov 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; *Ethical Instruction; Higher Education; Moral Values; Peace; Speech Communication; *Speech Curriculum; *Values Education
IDENTIFIERS- *Peace Education; Peace Studies

Because increased technology too often is an inappropriate means to deal with contemporary social and educational needs, there is a need for academics to stress ethical and ecological values to students who may otherwise expect to seek a "quick fix" for societal ills through "high tech" solutions without sensitivity to the longer range implications and costs for other persons living on the same planet now and in the future. Many departments of communication are positioned to offer a series of courses that could serve as a core for peace studies. For example, courses in intrapersonal, interpersonal, and public communication can be joined with a course in conflict management, audience analysis, and communication ethics to form such a core. Courses outside the Department, in areas such as negotiation, management, and psychology, could extend the minor to a viable major. Finally, Western higher educators must make sharing wisdom as well as technology with developing nations a high priority, requiring a redirection in the emphasis upon bigger (quantitatively) being more important to society than quality of life. Peace, based upon justice for all, is the ultimate goal, and a values-added educational effort is the means to improve curriculum. (Fifteen references are attached.) (MM)

ED 291 113 CS 506 025

Ross, Roseanna G.
Developing Policies and Procedures: Getting an Internship Program Started.
PUB DATE- Apr 85
NOTE- 31p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; Administrator Responsibility; Field Experience Programs; Higher Education; *Internship Programs; *Program Development; *Program Implementation; Speech Communication; Supervision; Supervisors; *Theory Practice Relationship
IDENTIFIERS- Site Visits
Issues concerning the development of a pedagogically sound internship program, including objectives, student qualifications, requirements, evaluation, and the responsibilities of the director, are examined in this paper that explores the internship program development of the Speech Communication Department of St. Cloud State University at St. Cloud, Minnesota. After discussing these various issues, the problem of getting an internship program started is approached, and resources for developing a program are presented. Membership in the National Society for Internships and Experiential Education, and conversations with intern directors in other departments and universities are recommended as useful resources. In developing a site network, student suggestions serve as an information sharing source, and other sources include department advisory board members, local women's networking organizations, career placement offices, and school alumni. (A policy statement, internship interest form, internship agreement form, site visit reaction form, intern feedback form, and references are appended.) (MM)

ED 291 114 CS 506 026

Ross, Roseanna G.
Ethical Considerations for the Internship Director.
PUB DATE- Nov 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; *Ethical Instruction; *Ethics; Experiential Learning; Higher Education; *Internship Programs; Interpersonal Relationship; Speech Communication; Student Experience; *Supervision
IDENTIFIERS- Speech Communication Education
Although a growing number of speech communication departments are developing internship programs, the ethical issues involved are rarely addressed, even though communication interns and intern directors are potentially involved in ethical issues merely by their involvement in the discipline of communication. There are three areas to consider from an ethical perspective: program issues, professional issues, and intern and director relationship issues. The discussion of internship ethics evolves primarily from a descriptive ethics perspective, with descriptive ethics considered as "telling people where they are" and making it necessary to "analyze the important and difficult decisions made by the more respected members of that profession." Ethical implications in program areas may be found in students' course preparation, student selection, student placement, recruiting, and evaluation. In the area of professional issues, ethical questions include those of allegiance and legality. Concerning intern relationship issues, the director's role is to accommodate the intern's learning experience, yet this may be affected by conflicting personalities, or by the director's imposition of personal values and ethical perspectives. Because of these concerns, intern directors must become knowledgeable about major ethical perspectives, and assess and define their own ethical perspectives, thereby becoming aware of the influence of those perspectives on the decision-making process. In addition, directors should be responsible to assist interns in establishing ethical guidelines to help in their decision-making. (Ten scenarios presenting samples of interns' ethical concerns are included, and 21 references are appended.) (MM)

ED 291 115 CS 506 027

Ross, Roseanna G.
Communication Consulting as Persuasion: Issues and Implications.
PUB DATE- Nov 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; *Consultants; *Consultation Programs; *Organizational Communication; *Persuasive Discourse; Professional Development; Speech Communication
IDENTIFIERS- *Communication Consultants; Communication Strategies; Consultant Role; *Persuasive Strategies
Focusing on the issue of the training and preparation of the communication specialist in communication consulting, an investigation of the persuasive elements in the client-consulting relationship suggests that more direct focus on consulting as persuasion can lead to more responsible and effective enactment of the role of both consultant and client. Although the current emphasis in communication consulting is on skills and theories needed as a base for effective consulting, the actual role of persuasion is rarely addressed. At least two benefits exist in examining the persuasive nature of consulting: (1) when both client and consultant are aware of the persuasive context of their relationship, they can be sensitive to their relative responsibilities, and (2) this perspective provides access to the research, theory, and skills involved in the concept of persuasion. During the different phases of the consulting process--entry, diagnosis response, and disengagement--different persuasive elements are involved, including attribution instability and evaluation apprehension in the entry phase, and reactance theory in the response phase. Because persuasion theory and skills are required for effective consulting, persuasion training programs are needed for key members of organizations which utilize consultants. (Twenty-four references are appended.) (MM)

ED 291 116 CS 506 028

Ross, Roseanna G.
Managing the Site Visit: Communication Issues and Strategies for the Internship Director.
PUB DATE- Mar 87
NOTE- 17p.; Paper presented at the Conference of the Minnesota Association for Field Experience Learning (Minneapolis, MN, March 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrators; *Communication Skills; Evaluation Methods; Feedback; Group Dynamics; *Internship Programs; Interpersonal Relationship; Listening Skills; Speech Communication; Student Experience; *Supervision; Supervisory Methods
IDENTIFIERS- *Communication Strategies; Speech Communication Education; *Supervisor Supervisee Relationship
For the internship site visit to be the most effective vehicle of evaluation for the director, and for open communication between intern and supervisor, the director must be aware of both the communicative relationship issues and the content of the interactions. In all six phases of the site visit--pre-site visit, site visit entry, intern interview, triadic interview, debriefing, and post-site visit--a communicatively competent director must explore the following communication issues; (1) purpose of the site visit; (2) director's role during the site visit; and (3) timing of the site visit. After clarifying the communication goals of each phase, the director can then self assess and develop any communication skills which would achieve the successful meeting of those goals. Some possible communication skills needed include feedback skills (evaluative, interpretive, and descriptive), listening skills both verbal and nonverbal, and third party intervention skills. (A site visit reaction form, and handouts on feedback and active listening are appended.) (MM)

ED 291 117 CS 506 029

Ringer, R. Jeffrey
The Language of Fund-Raising Direct Mail: Differences between Letters for National and Local Constituencies.
PUB DATE- May 86
NOTE- 22p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Elections; *Language Styles; Local Issues; Mass Media; Media Research; Motivation Techniques; Persuasive Discourse; *Political Campaigns; Political Issues; Politics; Propaganda; Voting
IDENTIFIERS- Direct Mail Advertising; *Direct Mail Campaigns; Political Advertising; *Political Communication
A study examined differences in the language of direct mail advertising used by political campaigns at different levels--national state, and local. Seventeen direct mail fund-raising political campaign letters were content analyzed with Wiseman and Schenck-Hamlin's typology of compliance-gaining techniques, language style and readability. The letters came from national campaigns with a national constituency, campaigns for a national office with a local constituency, and campaigns for local offices with local constituencies. Analysis revealed the following differences between national and local letters: (1) while national letters were emotional and personal in style, local letters were shorter and more general and attempted to maintain a professional, almost removed, style; (2) the national letters were the easiest in terms of readability whereas the local letters were the most difficult; (3) and the national letters contained the most compliance-gaining appeals, as well as explanation and warning appeals, while the local letters concentrated on explanation appeals. These differences probably exist because national letters are most likely written by professionals while local letters are most likely written by volunteers who have little experience with direct mail. Local campaigns may be more hesitant, however, to use the emotion-laden, harsh style of national letters because of their proximity to their constituency. (References, charts, and Wiseman and Schenck-Hamlin Typology are appended.) (ARH)

ED 291 118 CS 506 032

Stegman, John D.
The Rhetoric of the Annual Report: A Comparison of How Healthy and Troubled Corporations Communicate to Their Shareholders.

PUB DATE- Nov 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Correspondence; Business English; *Language Styles; Language Usage; Letters (Correspondence); *Narration; *Organizational Communication; *Rhetorical Criticism
IDENTIFIERS- Business Research; *Narrative Text; Organizational Culture; Organizational Research; Stockholders; Technical Communication

In order to compare how healthy and troubled corporations communicate with their shareholders, a study examined the narrative of the 1982 annual report of 50 of America's best-run corporations (as compiled by Thomas Peters and Robert Waterman for their book, "In Search of Excellence"). The focus was on the letter to the stockholders--the best-read section of an annual report. Close examination of the rhetorical language revealed the following categories of narrative theme: (1) blamers, who place the responsibility of the year on external factors; (2) equivocators, who are ambiguous in presenting themes; (3) futurists, who express optimism about the future; (4) inventors, who discover unique ways to present optimism; (5) satisfiers, who discuss fulfilled desires and expectations of the audience; and (6) vaunters, who boast of the achievement of the corporation. Results indicated that 66% of the annual reports had optimistic themes that could be considered less than candid: 32% were vaunters; 12% were equivocators; and 22% were blamers. However, many corporations were careful to select optimistic themes with a message that neither boasted nor shirked responsibility--4% were futurists, 12% were satisfiers, and 18% were inventors. In sum, the major themes in the letters revealed positive expectancies created by the language. Further, the corporations, troubled or healthy, were individualistic and communicated differently, even when their performance was similar. (Sixty-two references and five tables of data attached.) (ARH)

ED 291 119 CS 506 042

Corder, Lloyd E.
Charisma and Christianity: Is Jimmy Lee Swaggart a Cynic?
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- *Clergy; Content Analysis; Persuasive Discourse; Public Speaking; Religious Differences; Religious Organizations; *Rhetoric; *Rhetorical Criticism; Speeches; Television
IDENTIFIERS- *Evangelical Christians; Rhetorical Devices; Rhetorical Effectiveness; *Swaggart (Jimmy)

Since the advent of cable television in the early seventies, the success of television evangelists including Oral Roberts, Jim Bakker, Robert Schuller, and Jimmy Swaggart has grown, both in terms of finances and in conversion of souls. Although many television preachers use similar strategies for getting donations, their backgrounds and messages are largely different. These preachers can be classified as evangelicals, fundamentalists, Pentecostals, or charismatics. Jimmy Swaggart, the television evangelist with the strongest following in America is, in religious terms, a charismatic, or neo-Pentecostal leader. When analyzed according to Max Weber's definitions of political leadership, Swaggart's leadership style is also charismatic. An analysis of three of Swaggart's speeches using Theodore Windt's characteristics of political leadership gives further insight into Swaggart's charisma. In Windt's analysis, charismatic leaders: (1) possess unique gifts that other men do not share; (2) are perceived as extraordinary; (3) arise in times of turmoil; (4) are part of a messianic movement; and (5) are part of a movement that contains contradictions that only faith in a leader can resolve. Swaggart's rhetoric contains many examples of all but the final of Windt's characteristics. This calls into question the idea that contradiction is an important aspect of charisma. (ARH)

ED 291 120 CS 506 043

Larson, Charles U.; Denton, Robert E.
The Lonely Consumer: Advertising and Alienation.
PUB DATE- May 86
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Alienation; Capitalism; Industrialization; Marxian Analysis; *Mass Media Effects; Political Socialization; *Quality of Life; Social Change; Social History; Sociocultural Patterns; Working Class
IDENTIFIERS- Advertisements; *Advertising Effectiveness
Advertising plays on the broad feelings of alienation (defined as an individual's frustrated or estranged responses to economic and sociological phenomena which affect that individual's place in society) which are endemic to the American consumer society and are, in Marxist views, symptomatic of any capitalist system. By generating anxieties and dissatisfactions and then offering products as escape hatches, advertising fuels the cycle of consumerism. Modern advertising began in the last half of the nineteenth century and was often targeted at the newly emerging consumer immigrant class who found earning and spending a way of combatting the loneliness of the ethnic ghetto. Contemporary electronic and print advertising furnishes many clear examples of five major types of alienation: (1) powerlessness; (2) meaninglessness; (3) normlessness; (4) isolation; and (5) self-estrangement. American consumption culture thrives on the results of this advertising, and will continue to do so until individual perceptions change and no nation needs to be number one in the world. (ARH)

ED 291 121 CS 506 044

Straubhaar, Joseph; Boyd, Douglas A.
Adoption and Use of Videocassette Recorders in the Third World.
PUB DATE- Nov 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consumer Economics; *Developing Nations; *Diffusion (Communication); Government Role; International Trade; *Mass Media Effects; Media Research; Programing (Broadcast); Purchasing; Speech Communication; *Videotape Cassettes; *Videotape Recorders
IDENTIFIERS- Audience Research; Consumers; *Media Use; Third World; Video Distribution Systems

Videocassette recorder (VCR) acquisition and use in developing nations is largely an individual or household decision, and their rapid diffusion is influenced by several factors: price, and its variations due to government restrictions; income and income distribution; the content of broadcast television; the diversity of entertainment media available; and, for minority cultures, the degree to which audiences' languages and cultures are represented in the broadcast system. Because VCRs are an expensive acquisition, the marginal utility or informational-entertainment utility of purchases must be high for VCR purchase to take precedence over competing goods. This utility also seems related to systemic limits on information and entertainment, such as centralized broadcast structures that work against individual, ethnic, and regional variety in audience interests, or didactic propagandistic or educational system goals which frequently limit access to the entertainment content that audiences seem to desire. Also, increasing restrictions on trans-border program flow limits some kinds of individual, linguistic, and ethnic interests. (Fifty-three references are appended.) (MM)

ED 291 122 CS 506 046

Leroux, Neil R.
Attention-Shifting in Frederick Douglass.
PUB DATE- Nov 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987). Document uses small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Communication Research; *Discourse Analysis; *Language Skills; *Persuasive Discourse; Public Speaking; Rhetorical Criticism; *Rhetorical Invention
IDENTIFIERS- Audience Awareness; *Douglass (Frederick); Rhetorical Force; *Rhetorical Strategies
A study explored rhetorical strategies and dynamics within a single speech delivered by Frederick Douglass on July 5, 1852 in Rochester, New York, which was considered by speaker and audience to be an Independence Day speech. An examination of the text suggests that Douglass embarked on a strategy of attention-shifting--turning the attention of the audience from an issue or belief to ideas that subsume the original issue. In an elaborate introductory section, Douglass shifted the attention of his audience from national celebration (on July 4th) to national mourning for Negro slavery. He then focused closely on the condition of the slaves at the time, and having established that, Douglass shifted attention from slavery as a regional problem to a national shame. Throughout these attention-shifts Douglass wove a thread of principle which united the entire message: the principle of true liberty. The attention-shift that provides insights into the inner workings of this particular discourse could become a paradigm of what is possible in a discourse, serving as an exemplary case which functions as a standard of evaluation, allowing the critic to see what a discourse can and ought to do and serving to judge other similar discourses. (NH)

ED 291 123 CS 506 048

Streff, Craig R.
The Role of Inner Speech in a Liberal Arts Curriculum.
PUB DATE- Nov 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Creative Thinking; Critical Thinking; Curriculum Design; Elementary Secondary Education; *Inner Speech (Subvocal); Integrated Curriculum; Language Arts; Liberal Arts; Logical Thinking; Speech Communication
IDENTIFIERS- Cognitive Domain; *Intrapersonal Communication; Intrapersonal Skills

Inner speech, the process by which words are related to and converted into conceptual thoughts, is a topic of central importance within the field of speech communication, and the exploration of its role in the cognitive processes can facilitate the development of creative, logical, and critical thinking across the liberal arts curriculum. Four interdependent characteristics describe inner speech: silence; production of low levels of semantic elaboration; production of low levels of syntactic elaboration; and egocentricity. When examining the integration of inner language with the recent approaches in language arts teaching--functional (communicative), integrative, and process--several implications emerge. Teaching about inner speech facilitates 1) the learning of human communication as process; 2) the development of decentering, or the ability to understand information objectively; 3) the development of displacement, or the ability to transcend time and space via the word; 4) the development of semantic elaboration; 5) the development of syntactic elaboration; 6) the learning of contextuality; 7) the awareness of language arts as an integrated discipline; and 8) the development of appreciation for the human condition. Much effort in research, publication, and explanation must be undertaken before implementing an interdisciplinary curriculum, i.e., a liberal arts curriculum in which an understanding of the relation of thought and language undergird both what and how children think. (Thirty-four footnotes are attached.) (MM)

ED 291 124 CS 506 050

Furio, Brian J.
The Relationship between Instructor Behaviors and Student Perceptions of Control in the Classroom.
PUB DATE- 87
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affective Behavior; Affective Measures; *Classroom Communication; Classroom Environment; Classroom Research; Cognitive Processes; Cognitive Style; Communication Research; Helplessness; Higher Education; *Student Attitudes; Student Motivation; *Teacher Behavior; Teacher Influence; *Teacher Student Relationship
IDENTIFIERS- Affective Response; Communication Behavior; Control Analysis; *Control Perception; *Student Perceptions of Teacher
Employing learned helplessness theory as a trait orientation, a study examined the interrelationships existing between instructor classroom behaviors, student perceptions of control, and student behavioral responses in the college classroom. Subjects, 317 male and female undergraduate students who were enrolled in communication courses at West Virginia University, over a two day period, evaluated the class immediately preceding their communication class by completing a two-item measure of perceived control and a 24-item multidimensional-multiattributional causality scale (MMCS) measure of achievement-related attributions. State measures included the modified Behavioral Indicants of Immediacy (BII) scale, teacher communication style (TCS), measures of teacher classroom learning aids, and learning (affective, cognitive, and motivational) measures. Results indicated that student perceptions of state control in the classroom were significantly related to both affective and cognitive learning; students perceiving lack of control over achievement-related behaviors demonstrated reduced affective and cognitive learning and reduced motivation to work and study. Findings suggest that the successful instructor is one who incorporates as many positive behaviors--such as eye contact, smiling, relaxed posture, and vocal variety--as possible, and makes students feel comfortable in a learning environment. (Three tables of correlation coefficients are included, and ten pages of references are appended.) (MM)

ED 291 125 CS 506 051

Cooper, Pamela J.
In or Out of the Pumpkin Shell? Sex Role Differentiation in Classroom Interaction.
PUB DATE- Nov 87
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Communication; *Classroom Environment; Elementary Secondary Education; Instructional Materials; Language Usage; School Counselors; *Sex Bias; Sex Differences; *Sex Role; Sex Stereotypes; *Teacher Attitudes; Teacher Influence; *Teacher Student Relationship
IDENTIFIERS- *Communication Strategies; Sexual Attitudes; Teacher Expectations

A review of research on sex role differentiation in classroom interaction reveals that women are marginalized from education by its content and by the classroom interactional processes. Sex-role stereotyping exists in curriculum materials at all educational levels, with textbooks more likely to portray boys in active roles and girls in passive roles. More stories are about boys or are illustrated with boys' pictures than with girls' pictures. Little space is given to the achievements of women, and sexist language is common. In addition to curriculum materials, students are exposed to sex-role stereotyped materials and advice in guidance counseling offices. In the classroom, teachers communicate sex-role expectations in various ways, including use of sexist language, calling on male students more often than on female students, and asking male students questions requiring critical thinking or personal evaluation, while asking female students questions requiring factual answers. Criticism of female students focuses on their lack of knowledge or skill, whereas criticism of male students focuses on disruptive behaviors. Overall, male students dominate talk and space. In these ways, sexism in the educational environment affects the self-concepts of students, their curriculum choices, and their occupational choices. However, several communication researchers suggest strategies for change, such as (1) paying attention to classroom interaction patterns; (2) using terminology that includes both males and females in the group; (3) responding to male and female students in the same way; and (4) intervening in communication patterns that shut out females. (A student-faculty communication checklist, teachers' self-evaluation questionnaire, student perception questionnaire and 33 footnotes are appended.) (MM)

DOCUMENT RESUME

ED 291 126 CS 506 052

Trayes, Edward J.

Minorities and Mass Media Careers: Pipeline Problems of the 1980s.

PUB DATE- Jun 87
NOTE- 47p.; Paper presented at the Invitational Conference on Minorities and Communications (Washington, DC, June 18-20, 1987.)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Choice; Career Education; *Employment Opportunities; *Equal Opportunities (Jobs); Labor Market; *Mass Media; Mass Media Effects; *Minority Groups; Popular Culture; School Business Relationship
IDENTIFIERS- *Communications Occupations

Because there are too few minority mass media personnel and minority media owners of newspapers, magazines, and radio stations today, large segments of our nations's minority populations are not kept adequately informed about their respective communities. A corollary of this situation is that the White-majority mass media audience is prevented from gaining a true sense of what life is like for millions of Blacks, Asians and Hispanics as well as other minority Americans. Although the overall mass communications job market offers openings for minority personnel, these openings are not easy to fill. Several factors are responsible: (1) many talented members of minority groups go into other career areas; (2) journalism is not viewed by teachers or counselors as an area of opportunity for members of minority groups; (3) there are too few media role models; and (4) methods and attitudes found in both public and private educational institutions do not promote interest in communication careers for minority students. If mass communication career interest is to be developed among minority Americans, elementary and junior high school students need to be made aware that career possibilities exist, and more minority teachers at all levels are needed to provide giuidance and role models for minority students. (Fifty-four references within the end notes are attached.) (NH)

ED 291 127 EA 019 719

Bittle, Edgar H.
Due Process for School Officials: A Guide for the Conduct of Administrative Proceedings.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 86
NOTE- 59p.
AVAILABLE FROM- Publications, National Organization on Legal Problems of Education, 3601 S.W. 29th, Suite 223, Topeka, KS 66614 ($9.95; $1.50 postage and handling on each prepaid order).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrative Policy; Administrator Guides; Administrator Responsibility; Administrator Role; Board of Education Role; *Court Litigation; Dismissal (Personnel); *Due Process; Elementary Secondary Education; Expulsion; *Hearings; Public Schools; *School Law; School Personnel; Student Rights; Suspension; Teacher Dismissal; Teacher Rights
In recent years the United States Supreme Court has ruled that the due process clause of the Fifth and Fourteenth Amendments protects the liberty and property interests of public school students and public employees. This guide examines the applicability to school boards and administrators of court decisions regarding due process proceedings. Following an introduction, sections of the guide discuss the following: (1) protected interests; (2) necessity for policies, rules, and regulations; (3) investigation; (4) notice of the charges; (5) procedural requirements of a hearing; and (6) hearing before an impartial decision-maker. In conclusion, administrators are advised that any time they deprive someone of the right to have something they have theretofore enjoyed, that action should trigger an administrative technique that will provide the person affected with notice of what is going to be done, why it is going to be done, when it is going to be done, and with the opportunity for the person to explain why the action should not be taken. Footnotes within the guide list 125 legal citations. Appendixes A-D contain the following sample notices: (1) notice of charges and a hearing to a student and her parents; (2) notice and recommendation to terminate a teacher's contract; (3) findings of fact and conclusions for a student disciplinary action; and (4) findings of fact and conclusions for a teacher termination hearing. Appendix E consists of 25 case study statements for discussion purposes. (MLF)

ED 291 128 EA 019 745

Leopardi, Linda M.; And Others
Policy. School Board Library Series, Volume 2. Revised .
New Jersey School Boards Association, Trenton.
REPORT NO.- ISBN-0-912337-03-6
PUB DATE- 83
NOTE- 76p.; Portions printed on tinted paper.
AVAILABLE FROM- Publications, New Jersey School Boards Association. P.O. Box 909, Trenton, NJ 08605 ($9.95 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrative Organization; *Administrator Guides; *Board of Education Policy; *Codification; Elementary Secondary Education; *Governance; Policy Formation; Public Schools; Records (Forms); *School Districts; Worksheets
IDENTIFIERS- *New Jersey

By New Jersey law, school boards are required to develop written policies governing their operations as a public body and the operation of the school district. This guide is intended to give board members and administrators a working knowledge of the policy process in local school district governance. Provided are background information, step-by-step instructions for developing policies, an action plan for district governance manual development, and a process for keeping a manual up to date. Bylaws are an internal mechanism for board organization and procedure. Four sample bylaws demonstrate content, format, language, indexing, and referencing. All local boards deal with the same policy topics: (1) community relations; (2) educational administration; (3) business and noninstructional operations; (4) instructional and support personnel; (5) students; (6) instruction, and (8) construction, remodeling, and renovation. Nine sample policies are provided. A sample action plan is provided for a district that lacks many policies and is embarking on a manual development project. The appendix contains the New Jersey School Boards Association codification system, divided into eight sections, each with its own index, identifying number, and descriptive title. (MLF)

ED 291 129 EA 019 775

Achilles, C. M.
Support for Clinical Experiences in Educational Administration Preparation Programs.
PUB DATE- Oct 87
NOTE- 10p.; Paper presented at the Annual Meeting of the University Council on Educational Administration (Charlottesville, VA, October 30-November 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Elementary Secondary Education; *Experiential Learning; *Field Experience Programs; *Internship Programs; *School Administration
School administration is an applied field requiring synthesis of ideas from diverse sources and application of these ideas in skillful practice. Administrator preparation programs must include opportunities for new administrators to practice their craft in nonthreatening environments and share experiences with peers while being supervised by recognized experts. This paper attempts to (1) identify ways to provide opportunities for clinical practice in administrator preparation programs and (2) stimulate others to consider innovative ways to support these expensive, but necessary experiential components. After defining various categories of commitment (institutional, local education agency, personal, professional, and societal), the paper explores possible sources of support linked to these categories. For example, the institution offering the preparation program has considerable responsibility for building a strong clinical program through adequate budgeting, contracts and partnerships with local school systems, generation of new funding, and other means. Local education agencies can express commitment by reserving funding to fill a few teaching and central office positions through rotating internships. Individuals might seek specific internship experience before entering a preparation program, defer part of their normal vacation time, or attend annual meetings of professional associations as part of their clinical program. Numerous suggestions are also provided for professors, academic departments, and external agencies committed to clinical practice for administrators. (MLH)

ED 291 130 EA 019 788

A View from the Inside. A Report of the Select Seminar on Teacher Evaluation (Albany, New York, February 14, 28, March 14, 1985; Rensselaerville, New York, April 14-15, 1985).
Capital Area School Development Association, Albany, NY.; Greater Capital Region Teacher Center, Albany, NY.; State Univ. of New York, Albany. School of Education.
PUB DATE- Jan 86
NOTE- 26p.; Also sponsored by the Evaluation Consortium, School of Education, State University of New York at Albany and the Greater Capital Region Teacher Center.
AVAILABLE FROM- Publications, The Capital Area Schol Development Association, Husted 211, State University of New York at Albany, 135 Western Ave., Albany, NY 12222 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; *Cooperation; Elementary Secondary Education; *Participative Decision Making; *Professional Autonomy; *Teacher Evaluation; *Teaching Conditions
IDENTIFIERS- Collegiality; *New York (Albany)

Although teachers and administrators have been treated as subject matter for numerous major reports on American education, seldom have they been asked to analyze their own situation and to propose their own solutions. This report presents the observations and recommendations of the Select Seminar on Teacher Evaluation comprised of 9 master teachers and 9 competent administrators from 18 school districts near Albany, New York. While individuals expressed some disagreement after the five-day seminar, a surprising amount of consensus was reached. Eight observations are presented: (1) teachers are undervalued, enjoying minimal financial or other rewards; (2) most current teacher evaluation practices are ineffective; (3) the public is generally uninformed about evaluation practices; (4) evaluation is often an adversarial process; (5) some evaluators may be unqualified; (6) evaluation time and resources are inadequate; (7) evaluation practices vary by district; and (8) each district needs a set of shared beliefs. Recommendations to districts include: (1) establishing plans for improving teacher compensation; (2) reexamining and changing current evaluation practices; (3) putting value into evaluations; (4) improving data collection; (5) enabling teachers to assume peer review and major evaluation responsibilities; (6) differentiating evaluation through career steps; (7) systematically determining policy effectiveness; and (8) allocating at least 3 percent of the district budget for staff development. (MLH)

ED 291 131 EA 019 789

A View from the Inside: A Report of the Select Seminar on Needs of Beginning Teachers (Albany, New York, April 30, May 21, 1987; Rensselerville, New York, June 7-9, 1987).
Capital Area School Development Association, Albany, NY.; Greater Capital Region Teacher Center, Albany, NY.; State Univ. of New York, Albany. School of Education.
PUB DATE- Jun 87
NOTE- 25p.
AVAILABLE FROM- Publications, The Capital Area School Development Association, Husted 211, State University of New York at Albany, 135 Western Ave., Albany, NY 12222 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; High Risk Students; *Needs Assessment; *Participative Decision Making; *Teacher Orientation; *Teaching Conditions
IDENTIFIERS- Collegiality; *New York (Albany)

Attempting to address the unique situation of beginning teachers and respond to increasing interest in teacher training, certification, support systems, and teacher empowerment, the Select Seminar for Beginning Teachers drew together 11 new teachers, 4 returning teachers, and 5 administrators from 16 school districts in upstate New York. This divergent group met over a three-month period to reflect on the first year of teaching. Participants identified the problems and frustrations plaguing new teachers, discussed ways to support neophytes, and prepared recommendations to serve as guidelines for districts planning induction and support programs. The report lists five observations, including the need for (1) induction and support preparations well before classroom responsibilities begin; (2) collaborative program planning involving teachers, educator associations, and the community; (3) support systems containing carefully sequenced activities and balancing content, pedagogy, and interpersonal skills; (4) supportive and growth-oriented supervision and evaluation practices; and (5) recognition of the social and emotional needs of beginning teachers. Recommendations are provided concerning entering the profession, supporting new teachers, managing classrooms, and measuring beginning teachers' progress. The last section treats the deleterious effects of at-risk students on first-year teachers' well-being. Several recommended considerations are also included. (MLH)

ED 291 132 EA 019 792

Education, Key to Economic Growth. Recent Major Education Initiatives in Support of Economic Development in New York State.
New York State Education Dept., Albany.
PUB DATE- Sep 87
NOTE- 21p.; For the 1986 report, see ED 273 016.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economic Change; *Economic Development; *Education Work Relationship; Elementary Secondary Education; Higher Education; *Labor Force Development; *School Business Relationship; *State Action; State Legislation; Technological Literacy
IDENTIFIERS- *New York

This report describes new major education initiatives to enhance economic development in New York State. The 1970-1987 period has seen dramatic change in the labor profile impelled by technological and market forces transforming the economy. Apart from some fairly stable sectors, the state economy is characterized by a shift from manaufacturing to services and high technology goods, the rapid growth of producer and information services, the growth of small businesses, and the increased automation of production. These changes have produced a decline in blue collar jobs and a significant growth in services, wholesale and retail sales and finance, insurance, and real estate. To strengthen human resources for economic growth in the face of technological advances and increased competition, the state needs to upgrade three kinds of instruction: (1) basic literacy, computing skills, and liberal arts; (2) occupational skills and career education; and (3) professional preparation for critical areas such as medicine, engineering, and teaching. The state must also help schools address absenteeism, dropping out, and antischool behavior and increase business and industry's access to university research centers. The report describes 8 initiatives aimed at developing a skilled work force and 25 other programs to strengthen the educational foundation of economic development. Future steps, including model programs for economically distressed areas, are also outlined. (MLH)

ED 291 133 EA 019 798

Gorton, Richard A.
The Administrative Internship: Site and Supervisor Selection.
PUB DATE- Oct 87
NOTE- 26p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Charlottesville, VA, October 30-November 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Education; Administrators; *Educational Administration; Higher Education; *Internship Programs; Supervision
IDENTIFIERS- *Administrative Internship Programs; *University Council for Educational Administration
The focus of this study was on determining: (1) the extent to which departments of school administration and supervision that are members of the University Council for Educational Administration (UCEA) have formulated criteria for selecting appropriate sites for administrative internships and for onsite supervisors for administrative internships; (2) the process used in applying those criteria; and (3) the nature of the selection criteria and process. A total of 38 institutions (79 percent of the UCEA institutions) provided useable information about the selection criteria and process. Content analysis was used to examine the data received from the institutions. Only 7 institutions provided evidence of formal criteria, 7 stated that they were using some type of informal criteria, and 24 reported no criteria whatsoever for the selection of sites for internships. A total of 30 institutions did not identify any criteria that they were using for the express purpose of selecting appropriate onsite supervisors, 6 had formal criteria, and 2 had informal criteria. The appendixes contain copies of the inquiry used in the initial request and the followup letter and separate propcsals for the selection of possible internship sites and onsite supervisors. (MLF)

ED 291 134 EA 019 845

Kline, William
Jefferson Parish Principals' Instructional Leadership Project, 1984-87.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; *Instructional Leadership; *Leadership Training; Management Development; *Peer Groups; *Principals; Public Schools; School Effectiveness; Workshops
IDENTIFIERS- Effective Schools Research; *Jefferson Parish Public Schools LA
A long term leadership development project for Jefferson Parish, Louisiana principals is outlined in this paper. The project model emphasized peer networking as a primary process component for developing instructional leadership of principals. In the first year, three activities were implemented: (1) concerns-based meetings; (2) a workshop series; and (3) the institution of a Principals' Planning Committee (PPC). In the meetings, small groups of about 8 principals, drawn randomly from the pool of 84 principals, shared their concerns. The workshops were scheduled to combine principals' concerns with the "Effective Schools" agenda. The PPC developed the Peer Team Project. All principals were organized into peer teams of seven members each and assigned to visit each member's school during the year. The Peer Teams were then organized into Cluster Groups, composed of three teams each, required to meet on a scheduled basis during the year to address issues of common concern. In response to third year activities, the PPC devised a general reorganization of the project along lines of high school feeder schools that has led to the creation of new entities and activities, focused on communities. The proper focus of leadership development programs may lie in addressing the human needs associated with the role rather than instructional needs. (MLF)

ED 291 135 EA 019 846

Garland, Virginia E.
Needs Assessment Models for Administrators and Supervisors of the Teacher Evaluation Process.
PUB DATE- Nov 87
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of States on In-Service Education (San Diego, CA, November 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Elementary Secondary Education; *Evaluation Methods; *Instructional Improvement; *Instructional Leadership; *Needs Assessment; Organizational Climate; Research Methodology; School Surveys; Supervisors; Teacher Administrator Relationship; *Teacher Evaluation
This report presents three needs assessment survey models that are designed to improve the process of teacher evaluation. The surveys, which were field tested in a large urban school district, address ways administrators can qualitatively differentiate between "good" and "excellent" teaching, or "poor" and "unsatisfactory" teaching, and be able to improve teaching performance within the evaluation process. The "Garland Administrator Needs Assessment Survey" focuses on evaluation techniques employed by individual supervisors. The Likert-scaled 42-item questionnaire includes topics that range from the nature of preobservation conferences to the types of narrative comments given the teacher. The organizational and social climate of the school or district is evaluated in the "Administrator Attitudes Questionnaire," which is a Likert-scaled 53-item survey. The questions relate to the nature of teacher meetings, the enforcement of school rules, the establishment of job security, and the kinds of teamwork activities. Additionally, the instrument gauges personal attitudes regarding opportunities for growth and professional development. The "Administrator Needs Assessment Open Ended Questions" is a follow-up model to the two survey instruments. Ten open-ended questions encourage supervisors to give their professional views of the evaluation instrument used in their district, the data collection methods used during observations, and the kinds of inservice workshops they believe would be helpful in teacher evaluation. The three instruments, which are appended, comprise three-fourths of the report. (Author/CJH)

ED 291 136 EA 019 847

Shipman, Fred C.
Student Stress and Suicide.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Dec 87
NOTE- 11p.
AVAILABLE FROM- Publication Sales, NASSP, 1904 Association Drive, Reston, VA 22091 ($1.25; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Crisis Intervention; High School Students; Newsletters; *Prevention; Program Development; *School Responsibility; Secondary Education; Stress Management; Student Problems; Student School Relationship; *Suicide
Suicide is the second (behind accidents) leading cause of death for 15- to 24-year-olds. Schools are in a unique position to make a difference in suicide prevention by addressing three distinct phases of the problem: prevention, intervention, and post factum. Factors are identified that have a direct bearing on level of risk and should be carefully incorporated into a suicide prevention planning effort. The goal of intervention is to identify at-risk youth early and to coordinate school resources to continue an active role of intervention until stability has been achieved. Each school will need to adopt plans and procedures to cope with the crisis of a student suicide. Excerpts from the suggested procedures for schools in Fairfax County, Virginia, highlight steps to take when a suicide or similar crisis occurs. Summaries of the suicide prevention programs in Fairfax County and in the Quakertown Community School District, Pennsylvania, illustrate what schools can do to prevent suicide. Additional resources are listed. (MLF)

ED 291 137 EA 019 848

Freshour, Frank W.
Listening Effectively.
National Association of Elementary School Principals, Alexandria, VA.
PUB DATE- Nov 87
NOTE- 7p.; Blue print on colored paper may affect reproducibility.
AVAILABLE FROM- Publication Sales, NAESP, 1615 Duke Street, Alexandria, VA 22314 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Body Language; Elementary Education; *Listening Habits; *Listening Skills; Organizational Communication; Profiles; *Verbal Communication

Research indicates that people spend roughly 45 to 65 percent of their waking moments listening to other persons. To help administrators improve their listening effectiveness, a format to develop a profile of personal listening styles is provided. The strengths and weaknesses of six different listening styles are explored along with ways to overcome bad listening habits. Techniques offered to practice good listening include the following: (1) recognize the speaker's basic purpose; (2) give full attention to the speaker; and (3) concentrate on grasping the speaker's central message and then follow its development. In addition to words, tonality and body language also play an important part in communication. Within the framework of an organization, studies suggest that only 20 to 25 percent of the information issued at the top of the organization filters down to the bottom. Eight reasons for this breakdown are cited. (MLF)

ED 291 138 EA 019 857

Daresh, John C.; Liu, Ching-Jen
High School Principals' Perceptions of Their Instructional Leadership Behavior.
PUB DATE- Apr 85
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Characteristics; *Behavior Patterns; *High Schools; *Instructional Leadership; *Principals; *School Effectiveness
IDENTIFIERS- *Ohio
Previous research on principals as instructional leaders has been confined mostly to elementary schools and has disclosed little information regarding the specific behaviors used by principals in instructional leadership roles. This study focuses on high school principals' behaviors and attempts to determine the behavior differences between principals of "effective" and regular high schools and the effects of selected variables (school size, years of experience, and number of assistant principals) on the behaviors of principals in effective schools. Survey methods were used to collect data from a random sample of 200 Ohio high schools. Principals and chairpersons of 107 schools participated. The study used a three-part instrument designed to gain background information, respondents' perceptions concerning the presence or absence of effective school factors, and measure the extent of principals' engagement in various direct and indirect instructional leadership behaviors clustered into five separate scales: staff development, teacher supervision and evaluation, instructional facilitation, resource acquisition and building maintenance, and student problem resolution. All principals indicated that they at least sometimes engaged in all 30 behaviors included in the Instructional Leadership Behavior Questionnaire (ILBQ). High school principals tend to engage in more indirect than direct instructional leadership activities. Overall ILBQ scores were higher for principals from "effective" high schools. Included are 22 references and an appendix listing instructional leadership behaviors reported by high school principals. (MLH)

ED 291 139 EA 019 860

Budgeting. School Business Management Handbook Number 3. Revised.
New York State Education Dept., Albany. Bureau of Educational Management Services.
PUB DATE- 87
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Guides; Board of Education Policy; *Budgeting; Educational Finance; Elementary Secondary Education; Financial Audits; *Legal Responsibility; Public Schools; *School Accounting; *School Districts; School Funds
IDENTIFIERS- *New York

The budgeting handbook for school districts in the State of New York was first published in 1955. This latest revision is designed to address a number of significant changes that have occurred recently in the area of school finance and management. It is also designed to provide a basis for the establishment and maintenance of budgetary systems in school districts that will comply with statutory requirements, yet will allow sufficient flexibility to accommodate the needs of the individual school district. The document, intended to provide general guidelines regarding budgetary practices rather than a detailed plan for budget development, is organized in the following chapters: (1) budget policy; (2) legal aspects; (3) a budget planning guide; (4) budget process; (5) budget implementation; (6) other funds; (7) reserves; (8) independent audit; (9) fund balance; and (10) automation of budgetary and accounting processes. Legal references to state laws are cited. The appendixes contain the following: (1) sample budget calendar and deadline dates; (2) sample budget development planning guide; (3) a description of board of education responsibility for determination of ordinary contingent expenses; and (4) a Formal Opinion of Counsel No. 213 on a number of issues. (MLF)

DOCUMENT RESUME

ED 291 140 EA 019 862

Eisemon, Thomas Owen
Benefiting from Basic Education in Developing Countries: A Review of Research on the External Efficiency of Educational Investments. Special Studies in Comparative Education, Number Twenty.
State Univ. of New York, Buffalo. Comparative Education Center.
REPORT NO.- ISBN-0-937033-10-3
PUB DATE- Jul 87
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basic Skills; *Developing Nations; Economic Change; Economic Development; *Educational Economics; Elementary Secondary Education; Family Planning; *Foreign Countries; Foundations of Education; Human Capital; Human Resources; *Literacy; Living Standards; Modernization; Productivity; Resource Allocation; Values
The effectiveness and efficiency of basic education in the Third World has aroused considerable debate. This publication provides a comprehensive overview of the literature on various aspects of Third World basic education. The literature review has been divided into four sections corresponding to the different domains of school outcomes: (1) the modernizing effects of schooling; (2) the effects of school-acquired literacy and numeracy on cognition; (3) the relationship between schooling and employment, earnings and productivity; (4) the relationship between schooling and such benefits as health, nutrition, and fertility control. A critique of the traditional "rate of return" analysis is also provided. The survey draws four major conclusions: that schooling may foster the adoption of modern values and beliefs that change perceptions of self and society; that school literacy fosters profound cognitive changes in the ability to employ and manipulate formal logical structures in reasoning with and from printed texts; that schooling may increase productive capacities, equipping individuals with skills valued in wage/salary employment and related to the production of foodstuffs with products and processes of modern technology; and that school participation improves health and lowers fertility mainly through these other combined effects. A

list of 107 references is included. (TE)

ED 291 141 EA 019 867

Teacher Transfers and Classroom Disruption. A Study of Teacher Reassignment in the Chicago Public Schools, 1980-1983.
Chicago Panel on Public School Finances, IL.
PUB DATE- Jan 84
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Declining Enrollment; Elementary Secondary Education; *Employment Patterns; Enrollment Trends; *Faculty Mobility; Reduction in Force; Relocation; School Closing; School Demography; *School Statistics; *Teacher Supply and Demand; *Teacher Transfer; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

This study describes the reassignments of regularly assigned classroom teachers in the Chicago Public Schools from 1980 to 1983, focusing on those schools with the highest number of transfers of regular teachers to other schools or assignments. In 16 high schools, the turnover was primarily due to declining enrollment, whereas in 12 schools, enrollment and faculty size did not vary significantly, but each had a high level of turnover during at least one of the years studied. The four schools with high turnover all three years (Austin, South Shore, Robeson, and Phillips) are examined more closely. Finally 21 school--comprising 7 small or specialized schools, 6 vocational/trade schools, and 8 academic schools--had consistently low numbers of transfers each year. A majority of the elementary schools experienced minimal turnover, the highest occurring in 1981-82, when 20 schools were closed and a number of new programs were introduced due to a desegregation plan. Forty-nine schools experienced 10 or more transfers in at least one year, of which 12 schools closed annd 10 experienced sharp declines in enrollment and consequent reductions in force. Eleven schools had enrollment declines of more than 100 students but other factors were also involved, and in 9 schools new programs were introduced. The final section describes the management of transfers of regular teachers. The study found that the number of transfers made after the beginning of the school year was steadily reduced, but still involved 46 percent of all transfers in 1982-83, disrupting the classrooms of nearly 48,000 students at least once during that year. The panel estimates the costs resulting from diversion of classroom time for acclimation of the transferred teachers to be as high as $441,000 in 1980-81, but the figure was reduced to $195,000 in 1982-83. Appended are extensive tables and charts showing transfers for every school in the district over the three years. (TE)

ED 291 142 EA 019 868

Greer, James L.
Revenue Short Falls at the Chicago Board of Education, 1970-1984.
Chicago Panel on Public School Finances, IL.
PUB DATE- 85
NOTE- 174p.; Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgets; *Educational Finance; Elementary Secondary Education; Expenditure per Student; Federal Aid; *Financial Support; Inflation (Economics); *School Funds; *School Taxes; State Aid; State School District Relationship; Tax Allocation
IDENTIFIERS- *Chicago Public Schools IL
A study analyzed the revenues of the Chicago Public Schools since 1970; all the relevant data on these revenues are compiled in this document, which presents a comprehensive picture of the finances of the Chicago Public Schools. In response to a fiscal crisis that has continued since 1979-80, the Chicago Board of Education has cut its staff by nearly 18 percent, but the state legislature also cut the board's revenues by $40 million at the same time. For the last three years, the board has achieved a balanced budget by a series of one-time "gimmicks" to fill the gap between anticipated revenues and planned expenditures. The projected deficit for 1984-85 is now $171 million, primarily because revenue is expected to be $125 million lower for the following year. Accordingly, it seemed appropriate to examine revenues of the board from all sources, local, state, and federal, in this document. Major findings are as follows: (1) since 1978, total revenues have risen slowly; (2) the board's total purchasing power fell by 16.5 percent due to inflation; (3) local revenues have been static since 1972; (4) state aid has declined steadily since 1978 in constant dollars; (5) federal aid has kept pace with inflation, but educational programs have been drastically curtailed; (6) per student support, adjusted for inflation, has declined 19 percent since 1978; (7) Chicago stands sixth among eight major cities in per student revenues, but its balance of state/local revenues is comparable to that of other cities; (8) suburban Chicago districts have higher local tax rates and higher per student revenues and their share of state aid has increased since 1980; and (9) the school property tax burden has lagged behind inflation. The report concludes with recommendations to reverse the deterioration of public school funding and to restore federal support for educational programs to 1980 levels. Thirty-five tables are appended. (TE)

ED 291 143 EA 019 869

Foldenauer, Jerry
The Effect of a "C" Average Grade Requirement on the Dropout Rate of Extracurricular Activities in the Anchorage Public Schools.
PUB DATE- Dec 87
NOTE- 27p.; Requirements for Ed 627, University of Alaska at Anchorage.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Standards; *Dropouts; *Extracurricular Activities; *Grade Point Average; Grades (Scholastic); *School Statistics; Secondary Education; Student Characteristics; Student Motivation
IDENTIFIERS- *Anchorage School District AK
The purpose of this study was to determine if extracurricular activity participants in the Anchorage (Alaska) School District were dropping out of school at a greater rate as a result of having to meet a "C" average grade requirement for participation. Subjects of the study were all students in grades 9 through 12 who participated in extracurricular activities while enrolled in the Anchorage School District during the 1985-86 and 1986-87 school years. Using enrollment data converted to percentages, the study showed that the dropout rate of extracurricular participants had not increased. Only one percent of all extracurricular activity participants dropped out of school because of an inability to maintain a "C" average. It was concluded that the "C" average grade requirement had not caused an increase in the dropout rate of extracurricular activity participants. (Author/TE)

ED 291 144 EA 019 870

Sonnek, Ida Mae
Minnesota School Effectiveness Program. End of Year Report.
Minnesota State Dept. of Education, St. Paul. Evaluation Section.
PUB DATE- Aug 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Educational Cooperation; Elementary Secondary Education; Group Discussion; *Interprofessional Relationship; Problem Solving; Program Descriptions; *School Effectiveness; *State Programs; Teacher Administrator Relationship; Teamwork
IDENTIFIERS- Collegiality; Minnesota; *Minnesota School Effectiveness Program
In April 1984, 26 schools were selected as pilot sites for the Minnesota School Effectiveness Program (MSEP). A leadership team composed of four teachers, the building principal, and a district office representative from each site participated in a week-long training session sponsored by the Minnesota Department of Education. In August 1984, school effectiveness activities were begun in each pilot site under the guidance of the leadership team, and each pilot site was asked to maintain a monthly log to document the development and implementation of its program. Based on information obtained from these logs and from surveys and interviews with the leadership teams at each pilot site in April and May 1985, this report summarizes and evaluates the results of these school effectiveness programs. Processes used included the nominal group process, force field analysis, conflict management, problem-solving techniques, and the personal profile. The latter was cited by the pilot site faculty as the most significant process for fostering support for school effectiveness efforts. Substantial similarities emerged in the perception of the respondents about most aspects of MSEP; collegiality and professional discussion among faculty and staff were identified as the major positive outcomes, while time and faculty involvement appear to be the most critical variables in the school effectiveness efforts to date. Given the apparent success in implementing these programs at the 26 pilot sites, recommendations are provided for the Minnesota Department of Education to continue and expand their support for school effectiveness efforts. Appended is a sample survey used to determine year-end perceptions of MSEP by a pilot site leadership team. (TE)

ED 291 145 EA 019 871

Druian, Greg; And Others
School Improvement Research Series. Research You Can Use.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 75p.; For selected individual sections, see ED 255 411 and EA 019 872-873.
CONTRACT- 400-86-0006
AVAILABLE FROM- Office of Marketing, Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, OR 97205 ($34.95 prepaid; includes series binder for all five series issues).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020)
DESCRIPTORS- Educational Environment; Educational Improvement; Elementary Secondary Education; *Grouping (Instructional Purposes); *High Risk Students; *Homework; Program Descriptions; Research Needs; *School Effectiveness; Writing Instruction

This loose-leaf compendium, the first in a projected series of five, includes three types of brief research summaries: "topical synthesis," "close-ups," and "snapshots." The single topical synthesis, by Greg Druian and Jocelyn A. Butler is entitled "Effective Schooling Practices and At-Risk Youth: What the Research Shows." Close-ups consist of brief definitions and essential research findings on the following topics: "Homework" by Jocelyn A. Butler, and "Instructional Grouping in the Classroom" by Beatrice A. Ward. Snapshots describe effective practices currently in place at various school districts throughout the country. Four are included: "Cooperative Learning: Independence High School" by Jocelyn A. Butler; "Improving School Culture: Centennial High School" by Jocelyn A. Butler and Kate M. Dickson; "Improving Writing Skills: River Hill Elementary School" by Richard N. Cowell and Jocelyn A. Butler; and "Grouping for Mastery: Johnson City Central School District" by Jocelyn A. Butler. Included in this

document also is a 20-page booklet entitled "Effective School Practices: A Research Synthesis." Findings are organized in three sections: the classroom, the school building, and the district, each with several subsections summarizing findings and citing sources used. All citations are referenced in an appended bibliography. (TE)

ED 291 146 EA 019 872

Druian, Greg; Butler, Jocelyn
Effective Schooling Practices and At-Risk Youth: What the Research Shows. School Improvement Research Series Topical Synthesis #1.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 14p.; In: School Improvement Research Series. Research You Can Use; see EA 019 871.
CONTRACT- 400-86-0006
AVAILABLE FROM- Office of Marketing, Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, OR 97204 ($2.75; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Comparative Analysis; Compensatory Education; *Educational Environment; Elementary Secondary Education; *High Risk Students; *Instructional Effectiveness; *Program Effectiveness; Program Evaluation; Remedial Programs; *School Effectiveness
This topical synthesis addresses the problematic issue of whether the techniques, processes, and procedures that generally result in effective, high-quality education will also achieve results with at-risk youth. After an extended introduction that raises this question, the key characteristics of effective schools are specified as leadership, a climate of high expectations, and clear instructional objectives, reflected in a variety of classroom activities and management techniques. Next, conditions associated with at-risk students are identified, and successful strategies for at-risk students are discussed. Research findings on these strategies are grouped into three categories: (1) federally funded studies, (2) pull-out programs (autonomous programs that provide an experiential curriculum); and (3) classroom-based studies. The primary commonalities of successful programs for at-risk youth include a strong level of commitment on the part of the instructional staff, strong leadership, and small program size. The paper concludes by assessing the relationships between research on at-risk youth and effective schools research. The accumulated knowledge of alternative programs for at-risk youth substantially supports the findings of the effective schools researchers, suggesting that the high expectations, clear goals, coherent classoom management, monitoring of student progress, and orientation toward learning that characterize effective schools are also best for addressing the needs of at-risk students. An annotated source list is included. (TE)

ED 291 147 EA 019 873

Ward, Beatrice A.
Instructional Grouping in the Classroom. School Improvement Research Series Close-Up #2.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 17p.; In: School Improvement Research Series. Research You Can Use; see EA 019 871.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Grouping (Instructional Purposes); Homogeneous Grouping; *Instructional Effectiveness; Student Attitudes; Student Motivation; *Student Placement

The knowledge base regarding use of instructional grouping in the classroom includes findings from research on effective schools, effective teaching, student academic achievement, student perceptions of self and others, student motivation, student attitudes toward school, and student friendships and interactions in the classroom and school. A dominant theme in the research findings is that some types of instructional grouping contribute to more positive academic and affective outcomes for students. Other groupings, particularly stable, long-term groups based on student ability, have an adverse effect on students. This paper synthesizes this research, defining instructional grouping and describing the following approaches: learning cycle groups, cooperative groups, and long-term ability groups. Remaining sections focus on why instructional grouping is used, actions for effectiveness, cautions regarding use of instructional groups, and policy implications with respect to use of instructional groups and teacher training. Thirty-three annotated references are included. (TE)

ED 291 148 EA 019 874

Mertz, Norma T.; McNeely, Sonja
School Administration: Gender, Position, and District.
PUB DATE- Nov 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Administrator Selection; Educational Trends; Elementary Secondary Education; Females; *School Districts; *School Statistics; *Sex Bias; Sex Discrimination
IDENTIFIERS- Tennessee
A 1987 study by Mertz, McNeely, and Venditti revealed an increase in the number and percentage of females in administrative positions in 44 of the largest school districts in the United States from 1972 to 1986. This follow-up study investigates whether the findings from the preceding study were representative of the country as a whole or restricted to large school districts. Accordingly, a proportional selection of 20 school districts in Tennessee were investigated--two urban, six suburban, five medium-size city, and seven rural districts-- for 1972, 1982, and 1986. Data were analyzed by individual district, type of district, and the entire sample of 20 districts to see if there had been changes in the representation of females in each of nine administrative positions during this period. Aggregated data (by position) for the entire sample of 20 districts were compared with data from urban districts to see the statistical effects of urban districts. Although males continued to dominate administrative positions in all four types of districts, holding an average of 80 percent of the positions from 1972 to 1986, results showed that the percentage of females increased steadily in urban and rural districts, and irregularly in suburban and medium-city districts. These findings suggest that the increasing number of females in administrative positions in large districts nationwide do in fact reveal a general trend that is occurring in other kinds of districts, albeit more slowly. Bar charts compare the number of males and females by type of district, while a table shows the results of t-tests to determine the significance of changes in numbers of female position holders by time period and type of district. (TE)

ED 291 149 EA 019 875

Daniel, Larry G.
Teachers' Perceptions of the Emergence of a Middle School Culture: Studying How Culture Develops in Educational Settings.
PUB DATE- Nov 87
NOTE- 76p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Comparative Analysis; Construct Validity; Educational Change; Elementary Secondary Education; Hypothesis Testing; *Middle Schools; Organizational Climate; *Organizational Theories; *School Effectiveness; *Theory Practice Relationship
IDENTIFIERS- *School Culture
Organizational theorists have viewed organizations as "mini-societies" based upon commonly held cultural values and assumptions, which may serve to revolutionize organizational practices or to bring about new organization structures. The middle school is an example of an educational institution that has arisen as a result of a particular set of cultural values and assumptions. To test various theoretical assertions about organizational culture in educational institutions, this paper proposes conducting an empirical study of the middle school as the unit of analysis. The proposed investigation will define the ideal culture of the middle school as espoused by its advocates in the professional literature. Research instrumentation will be developed to determine the degree to which this ideal culture matches that found in selected middle schools. Two independent sample populations will be utilized. A pilot sample of 100 middle school teachers will generate reliability and validity data. The data gathered from a second sample of 200 middle school teachers will be applied to the two research instruments. The instruments will assess the degree of congruence between teachers' perceptions of the presence of various cultural elements in the middle schools in which they teach and the teachers' concept of the desirability of these factors in an ideal intermediate-level school. (A 64-item reference list is appended.) (Author/CJH)

ED 291 150 EA 019 877

Marshall, Catherine
Using Sociolinguistics for Exploring Gender and Culture Issues in Educational Administration.
PUB DATE- Nov 87
NOTE- 27p.; Paper presented at the Annual Meeting of American Educational Reseach Association Special Interest Group, Research on Women in Education (Portland, OR, November 12-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Qualifications; *Anthropological Linguistics; Educational Administration; Elementary Secondary Education; Employed Women; *Equal Opportunities (Jobs); Interpersonal Competence; *Language Skills; Research Needs; *Sex Differences; Sex Discrimination
IDENTIFIERS- *Microanalysis; *Organizational Culture
This paper focuses on the role of language in understanding the inequality of male and female access to positions in educational administration. By applying techniques of sociolinguistics, the paper seeks to demonstrate the potential of the microanalysis of language for identifying the assumptions, norms, and values in the culture of school administration. As gender issue questions arose, studies revealed that more women than men designate education as their first career choice, that women attain administrative positions later in life than men, and that men achieve higher salary levels than their female counterparts. Recent research shows that the requirements of a male-oriented career have made women appear less competent and feel less comfortable with entry administration. If such positions are available to women, the superintendency is not one of them. Sociolinguistic research can serve as a new tool for analyzing the contributions in language differences among men and women, as well as demonstrating that women administrators offer a source of insight into the administrative culture. A range of research agendas using linguistic analysis would reveal particular norms and patterns for the empirical grounding of a serious critique that would expand leadership theory to incorporate the values and experiences of women. Such reformulation of the administrative culture should originate from the voices of women. Sixty-one references are appended. (CJH)

ED 291 151 EA 019 878

Leatt, Desmond J.
Developing Student Leaders: Exemplary School Activity Programs.
Oregon School Study Council, Eugene.
PUB DATE- Dec 87
NOTE- 38p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Comparative Analysis; High Schools; *High School Students; Leadership Training; Program Descriptions; School Administration; *Student Government; *Student Leadership; *Student Participation; Student Responsibility; Student School Relationship
IDENTIFIERS- Oregon
This bulletin reports on five high schools that have effective, comprehensive student leadership programs. First, it reviews ways in which student councils can enrich students' lives. In addition to having a positive effect on students' success in school and later life, involvement in student activity programs influences the way that students perceive their ability to change the conditions that affect them. Next, similarities and differences in the organization and operation of outstanding student governance programs in five Oregon high schools are described: Lake Oswego High School, West Linn High School, Sprague High School, Grants Pass High School, and Klamath Union High School. Chapter 3 addresses the objectives and content of student leadership classes, while chapter 4 examines components of leadership training workshops. The conclusion lists elements common to exemplary student leadership programs. (Author/TE)

ED 291 152 EA 019 879

Daresh, John C., Ed.; McComas, Robyn D., Ed.
Expanded Bibliography on Staff Development and Inservice Education.
PUB DATE- Jun 84
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Administrators; Doctoral Dissertations; Educational Research; *Inservice Education; *Inservice Teacher Education; Literature Reviews; *Management Development; *Staff Development
This bibliography is the result of a literature review directed exclusively at the issue of inservice education, or staff development, for experienced teachers, administrators, and other professional educators. The purpose was to examine, within the time frame of 1977 through 1983, recently completed studies to identify predominant research designs, samples, data collection procedures, and purposes. The first section lists nearly 300 articles discovered in educational journals. Of these, only 34 are classified as reports of original research; the others are classified as descriptions of major issues in staff development and inservice education, descriptions and reports of trends in staff development and inservice, sharing of local successful practices and models, and syntheses of research and issues in staff development and inservice education. The second and largest section of this bibliography is a listing of more than 300 doctoral dissertations related to inservice education, staff development, or other similar and related topics completed between 1977 and 1983. The third section provides a number of papers and technical reports of studies and projects designed to examine selected aspects of the topic. The last section includes a listing of the titles of books and book chapters completed, for the most part, during the past seven years. In total, more than 900 citations are included. (MLF)

DOCUMENT RESUME

ED 291 153 EA 019 883

Shulman, Judith H., Ed.; Colbert, Joel A., Ed.
The Mentor Teacher Casebook.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 198p.
CONTRACT- 400-86-0009
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Case Studies; *Cooperating Teachers; Elementary Secondary Education; *Interprofessional Relationship; *Master Teachers; *Mentors; Teacher Administrator Relationship; Teacher Evaluation; Teacher Morale; Teacher Motivation; *Teacher Orientation; *Teacher Supervision
IDENTIFIERS- Los Angeles Unified School District CA
This casebook, developed in collaboration with 22 mentor teachers in the Los Angeles (California) Unified School District, provides illustrative vignettes, written by the mentor teachers themselves, of their work with first-year teachers. The vignettes describe the circumstances of each event, its consequences, and the ongoing thoughts and feelings of the participants. All the vignettes are grouped by the principle illustrated or questions raised, and brief analytical commentaries by the editors accompany each case grouping. After an introductory explanation of the methodology, the vignettes in chapter 2 focus on the process of mentoring: establishing the working relationship, individual consultation, observing and coaching, and modeling. Chapter 3 turns to aspects of the relationship between mentors and principals, with vignettes grouped around issues such as confidentiality and evaluation, the appropriate match between the two roles, and continuity of support. Chapter 4 addresses issues affecting the life of a mentor: novice teachers and novice mentors, rewards, frustrations, relations with others, and friendships with other teachers. Each chapter concludes with an annotated bibliography. (TE)

ED 291 154 EA 019 884

Ellis, Thomas I.
School Climate.
National Association of Elementary School Principals, Alexandria, VA.
PUB DATE- Feb 88
NOTE- 6p.
AVAILABLE FROM- Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.00 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Serials (022)
DESCRIPTORS- *Educational Environment; Educational Facilities; Elementary Education; *Institutional Environment; *Organizational Climate; Organizational Communication; *Organizational Development; Parent School Relationship; Principals; Questionnaires; *School Organization; School Role; School Supervision; Teaching Conditions
IDENTIFIERS- *School Climate

This pamphlet reviews five recent research studies that focus on various key aspects of school climate, a popular metaphor that is difficult to define, measure, or manipulate. "The Search for School Climate: A Review of the Research," by Carolyn Anderson, surveys the full scope of school climate literature, concluding with a summary of the common findings that these diverse studies have yielded. "Elementary School Self-Improvement through Social Climate Enhancement," by Peter Coleman, emphasizes the importance of parent and teacher perceptions in school climate assessment and improvement. Carol Ann West's study addresses the "Effects of School Climate and School Social Structure on Student Academic Achievement in Selected Urban Elementary Schools." The last two studies reviewed are "Elementary School Climate: A Revision of the OCDQ" (Organizational Climate Description Questionnaire) by Wayne K. Hoy and Sharon Clover, and "Using Organizational Development to Improve School Climate" by Gary D. and Denise C. Gottfredson. (TE)

ED 291 155 EA 019 885

Khamis, Mon
Having a Few Micros and a School Policy--Is It Enough?
PUB DATE- Sep 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Australian College of Education and the Australian Council for Educational Administration (Perth, Western Australia, Australia, September 27-October 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Elementary Education; Foreign Countries; *Microcomputers; Neighborhood Schools; *School Policy; *Teacher Attitudes
IDENTIFIERS- *Australia
A sample of 81 Australian primary teachers was surveyed in 1985 and a similar group of 55 teachers was surveyed in 1987 in order to compare the numbers and variety of microcomputers purchased and how teachers used them in primary schools. Data were collected on teaching background, participation in inservice and preservice courses, and various microcomputer applications in the classroom. In addition, teachers were asked to report on the extent to which microcomputers were "actually" used and how they "should be" used, and to identify factors perceived as major barriers to effective implementation of the technology in their classrooms. Analysis of the data revealed teachers felt interested and challenged but had major reservations about their abilities. They also reported that applications of microcomputers were restricted to drill and practice, playing games, and as minor teaching aids. The 1985 and 1987 data revealed increases in the number of units in the schools and highlighted the need to further develop teachers' competence and attitudes in order to increase their awareness of the various applications of microcomputers in a school setting. Five figures and one data table are included. (Author/MLF)

ED 291 156 EA 019 887

Storey, Vernon J.

Current Issues in the School Superintendency in British Columbia. Report of a Study Carried Out with the Assistance of the Association of British Columbia School Superintendents and the British Columbia Ministry of Education.

PUB DATE- Oct 87
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; *Administrator Selection; Board Administrator Relationship; Career Change; Educational Change; Elementary Secondary Education; *Employment Patterns; Foreign Countries; Interviews; *Job Satisfaction; *Politics of Education; *Superintendents
IDENTIFIERS- *British Columbia

This study investigated the school superintendency in British Columbia from 1979 through 1987, which has been a time of change from provincial to local employment of superintendents. Research explored the turnover and attrition among superintendents and the activities subsequent to their departure. Such demographic data were gathered from Ministry of Education records and from interviews with personnel. The present status of the superintendency, the circumstances of recent years, the scene across Canada, and future imperatives were investigated through indepth interviews of 42 respondents throughout British Columbia and from other provinces. Of the 129 individuals who held a superintendency for some time during the 9-year period, 66 remain in the British Columbia superintendency. Twenty-one retired after full service and 46 went to other positions and activities on departure; only four have reentered since departure in this province. A position in the Ministry of Education is no longer available as a career option for superintendents. Only those employed previously as district superintendents by the Ministry could make such a move after the introduction of local employment. The study identifies superintendents' perceptions of the position and its circumstances and demands; the future of the position is considered by examining key skills seen by the respondents as essential. The study offers recommendations for recruitment and selection procedures, conditions of employment, and preparation. There is need for further research into the superintendent's "political statesman" role, which was perceived by many respondents as crucial. Tables of research data and two reference pages are included. (Author/CJH)

ED 291 157 EA 019 890

Luna, Lonnie Lynn
The Local Control Index: A Proposed Model for Classifying Types of Local Control As a Function of Statutory Provisions.
PUB DATE- Dec 86
NOTE- 174p.; Doctoral Dissertation, New Mexico State University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Constitutional Law; *Educational History; Educational Policy; Elementary Secondary Education; *Foundations of Education; Governance; Government School Relationship; *Models; Political Science; *Politics of Education; *School District Autonomy; School Law; State School District Relationship
IDENTIFIERS- *Local Control Index
The purpose of this study was to derive an operational definition of local control and to devise a model, the Local Control Index, for classifying degrees of local control by using the education codes of eight states--Arizona, California, Illinois, Mississippi, New Mexico, New York, Oklahoma, and Texas. The Local Control Index consists of four profiles--Professionalism, Finance, Control, and Curriculum--which represent those areas usually included or excluded in state education codes. Political culture, constitutional law, and history form the skeletal framework of the Local Control Index. After an introductory statement of the problem and procedure, a review of the literature covers historiography of local control and its treatment from the perspectives of political science, educational politics, and the courts. Local control is defined, accordingly, as the power of the electorate or community to influence the legislation or policy-making process of the state and local boards within the value base of a given political culture. A conceptual framework is thus developed for the Local Control Index, along with instrumentation and a computational model. The study concludes that local control of education is a function of political culture, based on the authoritatively allocated values of professionalism, finance, control, and curriculum. (Author/TE)

ED 291 158 EA 019 914

Bothereau, Elizabeth A.
Reopening the Doors. A Guidebook for Planning the Future of Closed Schools. Target Topic Series.
College of St. Thomas, St. Paul, MN. Community Education Center.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 81
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Centers; Community Involvement; *Cooperative Planning; *Educational Facilities Planning; Elementary Secondary Education; Legal Problems; Needs Assessment; School Buildings; *School Closing; *School Community Programs; School Community Relationship

As a result of declining enrollments and the associated need for budget reductions, many school districts are confronting the issue of school closure. This guidebook presents an alternative to closing schools, namely, the option of transforming them into community centers and addresses the issues involved in cooperative planning with the community for such a move. The first section discusses the challenges presented by school closure and provides guidelines for conducting a needs assessment and a study to determine other possible uses for the facility. The next section discusses the specific issues that arise in developing a community center: determining how to use the building, redefining the school district's role, operating a community center, community involvement, allocation of space, and expenses and revenue. The final section addresses legal and practical issues that arise in any decision of a school district to lease its space: finding tenants, negotiating leases, and creating a climate. The final section discusses long-term factors that will affect the success and evolution of the community center. (TE)

ED 291 159 EA 019 916

DiTommaso, Maria; Al-Rubaiy, A.
Human Rights in Education: Promise and Reality in Italian Education.
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; *Enrollment Trends; *Females; *Foreign Countries; Higher Education; Postsecondary Education; School Organization; Sex Stereotypes; Social Discrimination; Track System (Education)
IDENTIFIERS- *Italy
This study evaluates the opportunities available to women to advance educationally and professionally in Italy. Data from official Italian publications are used to compare the enrollment of males and females in secondary, higher secondary, and university education, and to assess the availability for women of positions at the university level. The first part describes Italy's government-directed educational system, which begins with a private or state nursery school (scuole materne); a five-year, two-phase elementary school; and a three-year lower secondary school, entered by examination and leading to a lower secondary certificate at age 14. Students who choose to go on after obtaining this certificate are tracked into either training institutes or classical, scientific, or artistic Lycees that prepare students for higher education. Recent trends show that a growing percentage of Italian females are deciding to pursue higher education, technical training, or teacher training. Nevertheless, the disparity between opportunities for men and women at the university level is very acute. (TE)

ED 291 160 EA 019 917

Vickery, E. C.
Potential Uses of Computers for Planning and Designing Educational Buildings. Educational Buildings Occasional Paper No. 3.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 85
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Architectural Programing; *Building Design; *Computers; Computer Software; *Educational Facilities Design; Elementary Secondary Education; Foreign Countries; Information Technology; *School Buildings; Technological Advancement
IDENTIFIERS- Thailand (Bangkok); UNESCO
This publication is an introductory guide to the use of computers for the planning and design of educational facilities. After a brief introduction, the first chapter provides a flowchart of the planning and design process for educational buildings. Chapter 2 explains elementary computing concepts such as hardware and software and diagrams the processes of computing. Chapters 3, 4, 5, and 6 describe potential computer applications, respectively, to the macro planning stage, the research and development stage, the micro planning stage, and the implementation stage of educational building design. Chapter 7 delineates considerations for implementation of computer applications, including user requirements, software and hardware selection, and personnel. Chapter 8 provides 12 summary sheets for implementing computer applications at each stage of educational building planning and design. The document concludes with an overview of the prospects for computer use in this field. (TE)

ED 291 161 EA 019 918

Keough, Katherine E.
Scenario 2000: Intercepting the Future.
National Association of State Boards of Education, Alexandria, VA.
PUB DATE- 86
NOTE- 44p.
AVAILABLE FROM- Publication Sales, National Association of State Boards of Education, 701 North Fairfax Street, Suite 340, Alexandria, VA 22314 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Dropout Prevention; Drug Abuse; Educational Policy; *Educational Responsibility; *Educational Trends; Elementary Secondary Education; Family (Sociological Unit); Family School Relationship; Finance Reform; *Futures (of Society); High Risk Students; *Long Range Planning; Problem Solving; School Demography; School Statistics; *Social Change; Sociocultural Patterns; Student Needs; Suicide; Teacher Supply and Demand; Technological Advancement
This monograph (developed along with an accompanying slide presentation) is designed to stimulate the creative thinking of

educational policymakers in response to the massive and rapid social upheavals occurring in the economy and at home--and consequently among the students themselves. After a brief introductory overview of these changes and their implications for education, part 2 presents and discusses pertinent statistical information on the new realities: changing populations and enrollment, new definitions of family, and the world in which students live. The latter discussion focuses on statistics with respect to the dropout rate, alcohol and drug abuse, and teen suicide, while the final discussion, "Where Are the Teachers?" documents the growing gap between supply and demand for teachers. Part 3 provides a series of strategies and model programs for responding to these new realities. The first discussion focuses on student problems: keeping "at risk" students in school, curbing drug and alcohol abuse, and addressing the issue of teen suicide. Subsequent discussions focus on early childhood education, some hopeful indications for teacher supply, the promise of computers and technology, cooperation between schools and business, parents' involvement, and educational finance reform. A bibliography is included. (TE)

ED 291 162 EA 019 921

Pink, William T.
Effective Schools Pilot Project: Phase II.
Kansas City School District, Mo.
PUB DATE- Nov 85
NOTE- 70p.; Some pages are printed on light green paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attitude Measures; *Educational Assessment; *Educational Improvement; Elementary Education; *Outcomes of Education; Program Effectiveness; *School Effectiveness; Standardized Tests
IDENTIFIERS- *Effective Schools Pilot Project; Iowa Tests of Basic Skills
The Effective Schools Pilot Project, conceived in fall 1983, was designed to improve selected schools by focusing resources to assist six elementary schools in developing strategies for self-assessment and renewal through participatory decision-making. Phase I of the project (1983-1984) resulted in a set of research-based school improvement plans supported by a majority of the faculty at each school. This report evaluates Phase II (1984-85) of this multiyear project, assessing the effects that the project has had on student achievement, the perceptions of the various actors regarding content and implementation, and the overall success of the schools in implementing their improvement plans. Accordingly, three different kinds of data were collected for comparative analysis between project and control schools: (1) Iowa Tests of Basic Skills (ITBS) data for reading, mathematics, and language arts; (2) data from a standardized instrument, Describing Your School's Characteristics (DYSC) to measure the perception of staff and principals regarding their school's progress toward their set goals; and (3) extensive questionnaire data from staff and principals concerning their perceptions of the project itself. Findings suggest that project schools have made a promising start toward improving student achievement, but that several areas still require immediate attention: leadership, governance, management, facilitation, monitoring and data collection, staff development, academic and organizational climate, and parental involvement. (TE)

ED 291 163 EA 019 922

Rosenblum, Eileen
The Perceptions of Chicago Area Principals Regarding Liability for Educational Malpractice.
PUB DATE- Sep 83
NOTE- 103p.; Master's Thesis, National College of Education.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrator Responsibility; *Court Litigation; *Educational Malpractice; Educational Responsibility; Elementary Secondary Education; Legal Responsibility; *Principals; Questionnaires; *School Law
IDENTIFIERS- Chicago Public Schools IL
Because of the growing frequency of educational malpractice lawsuits, this study reviewed the current status of case law regarding educational malpractice, and then compared these findings to the perceptions of Chicago area principals regarding educational malpractice liability due to misfeasance (mistaken actions) or nonfeasance (acts omitted). Also studied was the relation of these principals' perceptions of liability to five demographic variables: experience, size of district, involvement in litigation on behalf of the district, and level of school (elementary or secondary). Questionnaires with eight situations resembling actual court cases were mailed to 100 Chicago area principals, of whom 29 responded. The case law study revealed that principals could possibly be held liable for acts of misfeasance but are not likely to be held liable for acts of nonfeasance. Findings from the questionnaire indicate, however, that these principals perceive liability in situations of misfeasance regarding placement of students in special education classes, but no liability for an act of misfeasance in the regular classroom, even though case law indicates that principals can be liable for acts of misfeasance that are the proximate cause of a student's nonachievement in regular classrooms. No significant relationship was found between the demographic variables and perceptions of liability. (TE)

ED 291 164 EA 019 997

Hadderman, Margaret L.
State vs. Local Control of Schools. ERIC Digest Series Number 24.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- OERI-88-005
AVAILABLE FROM- Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Board of Education Role; Elementary Secondary Education; *School District Autonomy; *School District Reorganization; *Self Determination; *State Boards of Education; *State School District Relationship
IDENTIFIERS- *Central Office Administrators; ERIC Digests
Local school districts have gradually lost policy-making discretion to state legislatures and bureaucracies. State-mandated reforms of school finance and academic standards (especially those involving curricular alignment with standardized tests) tend to diminish teacher autonomy and creativity, disrupt school climate, and ignore individual school and student differences. To restore balance, states and central offices can avoid being overprescriptive and local school boards can act as "institutional buffers" and strong leaders with clearly defined roles and objectives as well as effective policy-making, implementation, and self-evaluation procedures. (MLH)

ED 291 165 EA 020 042

School-Business Partnerships. The Best of ERIC on Educational Management, Number 89. AASA Edition.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 5p.
CONTRACT- 400-86-0003
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Career Education; *Cooperative Education; *Cooperative Programs; *Corporate Support; Education Work Relationship; Private Financial Support; *School Business Relationship; School Community Relationship; *School Involvement; Vocational Education
IDENTIFIERS- ERIC Clearinghouse on Educational Management; *Partnerships; Partnerships in Education

This pamphlet reviews 11 recent documents and journal articles from the ERIC database that focus on the topic of school-business partnerships: (1) "Schools Are Bullish on Business" by Mary Harbaugh (EJ319210); (2) "Salem Program Demonstrates Five Keys to a Successful Business-School Partnership" by Mary C. Jensen (ED261459); (3) "School-Business Partnerships: Working To Defuse the Dropout Time Bomb" by Manuel J. Justiz and Marilyn C. Kameen (NASSP Bulletin); (4) "Business and the Public Schools" by Marsha Levine (EJ334205); (5) "Building School-Business Coalitions that Pay Long-Range Dividends" by Dale Mann (EJ337482); (6) "Partnerships: Schools and Businesses Collaborate for a Healthy Economy--Ideas for Action in Education and Work" by the Northwest Regional Educational Laboratory (ED264437); (7) "How To Start a School/Business Partnership" by Carol O'Connell (ED261198); (8) "Partnerships in Education: A Handbook" by the Pennsylvania Department of Education and others (ED253620); (9) "School-Business Partnerships: Laying the Foundation for Successful Programs" by Santee C. Ruffin, Jr. (EJ294894); (10) "Collaborative Efforts of Business and the New York City Public High Schools" by Donna M. Tapper (ED271526); and (11) "School-Business Partnerships--A Shortcut to Effectiveness" by George E. Wynne. (TE)

ED 291 166 EA 020 043

Marketing Handbook for Independent Schools.
Boarding Schools, Boston, Mass.
PUB DATE- 85
NOTE- 66p.; Boarding Schools is cosponsored by the National Association of Independent Schools and the Secondary School Admission Test Board.
AVAILABLE FROM- Publication Sales, Boarding Schools, 18 Tremont Street, Boston, MA 02108 ($13.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advertising; Audiovisual Communications; Elementary Secondary Education; *Institutional Advancement; *Marketing; Media Selection; *Merchandising; Organizational Communication; *Private Schools; *Publicity; Public Relations; Salesmanship; School Community Relationship; School Publications

This publication is a resource to help independent schools attract more familites to their institutions and to increase the voluntary support by the larger community surrounding the school. The first chapter attempts to dispel misconceptions, define pertinent marketing terms, and relate their importance to independent schools. The rest of the book outlines specifically how a school can obtain favorable exposure and gives examples of successful outreach programs already employed at independent schools across the country. Chapter 2 focuses on publicity and advertising as marketing tools, with sections on print publicity, radio and television, and advertising concepts. Chapter 3 focuses on publications as marketing tools, with sections on the development of a logo, first impressions, use of photographs, recruitment publications, and audiovisual presentations. A variety of illustrative samples, worksheets, and resources are appended, including school maps, questionnaires, various sample communications, a press kit, fact sheets, and a publications budget worksheet. (TE)

DOCUMENT RESUME

EC

ED 291 167 EC 200 756

Rose, Beverly Dupack

Decision-Making Opportunities Provided to Moderately and Severely Intellectually Limited Students, Ages 16-21 Years, within Special Education Classrooms.

PUB DATE- Apr 87
NOTE- 199p.; Ed.D. Dissertation, University of Maryland. Print is light on the majority of the document.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; *Decision Making; Decision Making Skills; *Moderate Mental Retardation; Personal Autonomy; Secondary Education; *Severe Mental Retardation; *Special Classes; Special Education Teachers

A passive participant observation method was used in three classrooms to determine the decision-making opportunities provided by special education teachers to moderately and severely intellectually limited students, ages 16-21 years (N=105). Teachers provided such opportunities through verbal directions, nonverbal communications, and in the organization of classroom materials and activities. Using M. Shevin and N. Klein's category system of choice-making opportunities, the opportunities observed were ranked in frequency from highest to lowest as follows: (1) decision to engage in an activity; (2) miscellaneous category; (3) choices among activities; (4) alternative means to accomplishing objectives; (5) decision to terminate an activity; and (6) choice of partners. More decision-making opportunities were provided in the homemaking classroom than in classrooms covering office skills or custodial/grounds maintenance skills. More decision-making opportunities were offered during morning hours, and more to individual students than to groups. Students' responses to decision-making suggest a hierarchy may exist from complex decisions, such as choosing alternative means to accomplish objectives, to simple decisions, such as food preferences. Teacher education programs should emphasize the importance of the teacher's role in providing decision-making opportunities. Expansion of the Shevin and Klein system is recommended to include such categories as choice of work location. (JDD)

ED 291 168 EC 201 782

Leach, Lynda N.; Harmon, Adrienne S.
Annotated Bibliography on Transition from School to Work. Volume 2.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 233p.; For volume 1, see ED 279 115.
CONTRACT- 300-85-0160
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Curriculum; Demonstration Programs; *Disabilities; *Education Work Relationship; *Evaluation Methods; Job Placement; Program Development; *Program Effectiveness; Secondary Education; *Transitional Programs; *Vocational Education

This second volume of an annotated bibliography on transition from school to work focuses on evaluation methodology, efficacy of secondary and transitional services, and related topics. The bibliography's scope includes English-language journal articles, books, and reports, originally published from 1977 through 1987. For each of the 368 entries, the author, title, publication date, publisher, key word descriptors, and an annotation are provided. Documents are organized by entry number, and the entries can be accessed through an author index, key word descriptor index, and title index. A "Project Products Listing," arranged in order by Office of Special Education and Rehabilitative Services (OSERS) competition number, gives bibliographic information for documents that have been contributed by OSERS projects. An "OSERS Project File Listing" supplies the name, address, and telephone number of a contact person for each OSERS project referred to in the bibliography. (JDD)

ED 291 169 EC 201 783

Dowling, Jane; Hartwell, Cindy
Compendium of Project Profiles 1987.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 373p.
CONTRACT- 300-85-0160
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Planning; *Demonstration Programs; *Disabilities; *Education Work Relationship; *Evaluation Methods; *Federal Aid; Models; Postsecondary Education; Secondary Education; Skill Development; Special Education; *Transitional Programs; Vocational Rehabilitation; Youth Employment
IDENTIFIERS- *Office of Special Educ Rehabilitative Services
This document is a directory of grants funded under the Office of Special Education and Rehabilitative Services (OSERS) Secondary and Transition Initiative. The volume begins with a description of the Federal Transition Initiative and the role of the Transition Institute of Illinois, and an overview of the information (including statistical data) collected from all the funded projects. The bulk of the document is a collection of 120 profiles of OSERS-funded transition projects, organized in the following categories: innovative programs in transition skills development for severely handicapped persons, cooperative models for planning and development, youth employment demonstration projects, postsecondary model demonstrations, postsecondary demonstration projects, vocational rehabilitation projects for severely handicapped individuals, secondary/transitional service demonstration models, and postsecondary demonstration projects for the mildly mentally retarded and learning-dissbled. Each project profile contains such information as purpose, current focus, products, participants, direct services, related service components, evaluation plan, and instrumentation. An index provides subject access to the project profiles, focusing on the project's specific evaluation components and program characteristics. Appendices list newly funded projects and expired projects. (JDD)

ED 291 170 EC 201 784

DeStefano, Lizanne; And Others
Review of Student Assessment Instruments and Practices in Use in Secondary/Transition Projects. Revised Edition.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 87
NOTE- 312p.; For the 1986 edition, see ED 279 123.
CONTRACT- 300-85-0160
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Achievement Tests; Adjustment (to Environment); Aptitude Tests; Career Choice; Competency Based Education; Daily Living Skills; Diagnostic Tests; *Disabilities; *Educational Testing; *Education Work Relationship; *Evaluation Methods; Intelligence Tests; Interpersonal Competence; Language Tests; Personality Measures; Postsecondary Education; Psychomotor Skills; Screening Tests; Secondary Education; *Student Evaluation; *Transitional Programs; Vocational Aptitude

The research study sought to determine the status of student assessment instrumentation and practices in programs dealing with the transition of special education students from school to work or postsecondary education, and to determine areas where current practice was not able to meet the changing demands of transitional services. Transition projects funded by the Office of Special Education and Rehabilitative Services were surveyed to determine the student competencies assessed, commercially available or locally developed instruments used, and usefulness of the information obtained. Twelve competency categories were identified: general ability/intelligence, special ability, vocational skills, academic achievement, language, adaptive behavior, social skills, career interest, motor skills/dexterity, lifestyle/consumer satisfaction, daily living skills, and survival skills. Following an overall analysis of the projects' use of the identified instruments, 3 appendixes provide: (1) the survey instrument; (2) reviews of 141 of the instruments, providing such information as publisher, cost, date of publication, competencies assessed, population characteristics, recommended uses, test content and format, skills/materials required, norming/standardization practices, reliability, and validity; and (3) a bibliography. (JDD)

ED 291 171 EC 201 785

Trach, John S.; Rusch, Frank R.
Supported Employment in Illinois: Program Implementation and Evaluation. Volume 1.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 133p.; For volume 2, see EC 201 786.
CONTRACT- 300-85-0160
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Employment Services; Models; Program Development; *Program Evaluation; *Program Implementation; Technical Assistance; *Vocational Rehabilitation
IDENTIFIERS- Illinois; *Supported Work Programs
This document includes reports of three research studies concerning the process of providing supported employment services to persons with disabilities. An introductory chapter by Frank Rusch et al. describes the Illinois Supported Employment Project, noting its target population and its technical assistance and program evaluation services. In "Supported Employment Program Development Degree of Implementation Manual," John Trach, Frank Rusch, and Lizanne DeStefano present an evaluation instrument that identifies five necessary components for establishing and maintaining a supported employment program applicable to all disability levels. In "Validation of an Instrument for Evaluating Supported Employment Programs: The Degree of Implementation," Trach and Rusch propose a supported employment model and an instrument to measure the degree to which programs implement the model, and examine supported employment programs in 33 adult vocational service agencies to determine the relationship between degree of implementation and various program outcomes. "Case Study Analysis of Three Supported Employment Model Programs: The Community, the Agency, and the Program," by Debbie Winking and Lizanne DeStefano, analyzes programmatic issues in urban, rural, and suburban supported employment programs, focusing on specific factors that might contribute to programmatic success. (JDD)

ED 291 172 EC 201 786

DeStefano, Lizanne; Rusch, Frank R.
Supported Employment in Illinois: Assessment Methodology and Research Issues. Volume 2.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 163p.; For volume 1, see EC 201 785.
CONTRACT- 300-85-0160
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Rating Scales; Cost Effectiveness; *Disabilities; Eligibility; *Evaluation Methods; Interpersonal Competence; Job Skills; Program Evaluation; Program Implementation; Research Methodology; *Severe Disabilities; Standardized Tests; *Vocational Evaluation; *Vocational Rehabilitation
IDENTIFIERS- Illinois; *Supported Work Programs
This document includes three papers which address the special demands that supported employment places on vocational evaluation and assessment practices. An introductory chapter by Frank Rusch et al. discusses target populations of the Illinois Supported Employment Program, program evaluation, degree of program implementation, and costs and benefits of supported employment. The first paper, titled "Vocational Evaluation and Eligibility for Rehabilitation Services" by Bruce Menchetti and Frank Rusch, describes the evolution of current vocational procedures and the utility of current practices in the development of effective supported employment programs, and recommends changes in evaluation and eligibility procedures. In "The Use of Standardized Assessment in Supported Employment," Lizanne DeStefano takes the position that existing assessment techniques contribute valuable information for decision making and documentation within the supported employment model. The article presents a number of standardized techniques, evaluates their strengths and weaknesses for use with severely handicapped individuals, and gives guidelines for selection and use of standardized tests in supported employment. Menchetti and Rusch, in "An Analysis of Select Psychometric Properties of the Vocational Assessment and Curriculum Guide," report on the development of a vocational and social skills rating scale that includes skills identified by employers, and examine the instrument's reliability and validity. (JDD)

ED 291 173 EC 201 787

Bagur, Jacques D.; And Others
Statewide Programmatic Study of the Educational Needs of Blind and Visually Impaired Individuals in Louisiana. Final Report.
Gulf South Research Inst., Baton Rouge, La.
PUB DATE- Aug 86
NOTE- 117p.; This report was prepared by the Resources Planning and Management Divison for the Division of Administration Facility Planning and Control. Portions of Appendix A may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Blindness; *Delivery Systems; Early Childhood Education; *Educational Assessment; Educational Facilities Planning; *Educational Needs; Elementary Secondary Education; Equal Education; Mainstreaming; Needs Assessment; Normalization (Handicapped); *Partial Vision; Program Evaluation; Regional Programs; Residential Programs; School Districts; Special Schools; Statewide Planning; *Visual Impairments
IDENTIFIERS- *Louisiana; Louisiana School for the Visually Impaired

This study sought to design a statewide service delivery system for the education of Louisiana's blind and visually impaired individuals through the age of 21 and to determine need for a new facility for the Louisiana School for the Visually Impaired (LSVI). The report's seven chapters cover the following topics: study methodology; issues in establishing Louisiana's objectives for education of the blind and visually impaired; current educational efforts; efforts recommended to resolve the deficiencies uncovered in the assessment; the future role of LSVI and its need for a new facility; description of a comprehensive, integrated service delivery program; and social dimensions of the education of the blind and visually impaired. The study's recommendations concern educational equity for the visually impaired, appropriate education in the least restrictive environment, normalization as the educational outcome, role of the local education agencies in providing appropriate educational services, implementation of a regional delivery system working through outreach centers in metropolitan areas, increased levels of inservice training, and transformation of LSVI into a resource center with short-term residential programs. Appendices contain advisory panel responses to provisional recommendations, statistical profile of the visually impaired in Louisiana, copies of survey forms used, and an explanation of the LSVI budget. (JDD)

ED 291 174 EC 201 788

Segalwitz, Sidney J.; Chapman, Jacqueline S.
Laterality in Prematurely-Born Children.
PUB DATE- Apr 87
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Brain Hemisphere Functions; Eyes; Followup Studies; *Lateral Dominance; *Left Handed Writer; Listening; *Perinatal Influences; *Premature Infants; *Stress Variables; Young Children
The study examined the relationship between perinatal stress and decreased right handedness and decreased left cerebral dominance for speech with 215 children born prematurely, followed from birth, and tested at age 5. Results indicated that neither hand preference nor hand performance correlated with degree of perinatal stress and that eye preference was associated with perinatal stress though crossed eye dominance was not. The dichotic listening measure showed an overall right ear advantage (the usual speech dominant ear) suggesting an increased degree of cerebral dominance for speech. (DB)

ED 291 175 EC 201 789

Benavides, Alejandro
High Risk Predictors and Prereferral Screening for Language Minority Students.
PUB DATE- 21 May 87
NOTE- 29p.; Paper presented at the Annual Children with Exceptional Needs Conference (2nd, Los Angeles, CA, May 21, 1987). Appendix contains marginally legible print. For related document, see EC 201 790.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; *Disabilities; Elementary Secondary Education; Intervention; *Limited English Speaking; *Non English Speaking; Predictive Measurement; *Referral; *Screening Tests; *Student Evaluation; Student Placement
IDENTIFIERS- *Prereferral Screening Instrument
The paper reviews the literature on problems associated with the assessment and placement of language minority students in special education and the utilization of a prereferral system and describes the development of the "Prereferral Screening Instrument" (PSI). The review of the literature looks at: the disproportionate representation of minority students in special education, limited English proficient students and their assessment, screening and referral, and prereferral. Prereferral screening is recommended to reduce bias and erroneous classification of students. A 1984 2-day Illinois symposium on prereferral led to development of an instrument which is designed to determine whether a student from a non-English background should be referred for a case study evaluation. The PSI does not require administration of any assessments or evaluations and can be completed from information in the student's records (or obtained from parents) by staff most familiar with the student. The PSI contains sections on: general background, educational information, achievement-behavioral profile, and previous tests and/or screening. A visual profile results which aids in identifying the cause for concern and appropriate intervention. A copy of the instrument is appended. Fifty-one references are also provided. (DB)

ED 291 176 EC 201 790

Benavides, Alejandro

Guidelines for the Implementation of the Initial Screening for Students from a Non-English Background (Form B-1).

PUB DATE- 86
NOTE- 13p.; For related document, see EC 201 789.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bilingual Education; Decision Making; *Disabilities; Elementary Secondary Education; Intervention; *Limited English Speaking; *Non English Speaking; *Referral; *Screening Tests; *Student Evaluation; Student Placement
IDENTIFIERS- *Prereferral Screening Instrument

The document provides detailed guidelines for completing the Prereferral Screening Instrument, designed to determine whether a student from a non-English background suspected of needing special education should be referred for a case study evaluation and whether it should be conducted bilingually. The instrument can be completed by school personnel who know the student best; it meets federal and state (Illinois) regulations on the procedural safeguards, case study evaluation, and placement of such students. The instrument does not require the administration of any assessments but does require that the student's language proficiency assessment be current. Definitions of such terms as bilingual instructional category, language use patterns, and English language proficiency levels are provided. The instrument contains sections on general background, educational information, educational services received, and achievement behavioral characteristics. The instrument itself is appended. (DB)

ED 291 177 EC 201 791

Skrtic, Thomas M.
An Organizational Analysis of Special Education Reform.
PUB DATE- 87
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cultural Influences; *Disabilities; Educational Legislation; *Educational Philosophy; Etiology; *Organizational Change; Political Issues; *School Organization; *Special Education; Theories; Values
IDENTIFIERS- Education for All Handicapped Children Act
The paper identifies current special education practice and the current organization of schools as instrumental in actually creating the category of mildly handicapped students. A dichotomy between departments of special education and educational administration is noted. Only replacement of the system with an entirely different configuration and not rational technical efforts at reform can effect real change. There is a lack of theoretical basis to the mainstreaming debate and in the original formulation of Public Law 94-142, the Education for All Handicapped Children Act. Special education has erred in locating the cause of disability within the person and excluding from consideration causal factors lying in the larger external social, political, and organizational processes. Among topics considered in support of this argument are: school organization and change, professional bureaucracies as machines, response to change demands, organizational paradigms and change, values/power, school organization and disability, the nature of special education, the nature of progress, empirical evidence on the implementation of P.L. 94-142, and prospects for the future. An extensive bibliography is appended. (DB)

ED 291 178 EC 201 792

Bunch, Michael B.; Scherich, Henry H.
An Examination of Admissions Practices at the North Carolina School of Science and Mathematics.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, DC, April 21-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Admission Criteria; Grade Point Average; High Schools; Mathematics; Prediction; Residential Schools; Sciences; *Special Schools; Statistical Analysis
IDENTIFIERS- *North Carolina School of Science and Mathematics
Admissions practices at the North Carolina School of Science and Mathematics, a residential high school for gifted students, were examined. Data from students applying in 1983 and 1984 (over 800 per year) were available, as were grades of students admitted in 1983. A series of multiple regression studies showed that selection and first year grades could be accurately predicted. This finding suggested that statistical methods of selection could logically replace at least a portion of a more labor intensive clinical method. Additional analyses showed that students admitted in each year significantly outperformed other applicants on all objective measures. Recommended is a two-stage approach to selection with 260 semi-finalists being selected strictly on a statistical basis and the remaining 140 semifinalists selected by school officials. Semifinalists would then be interviewed by admissions committees and final selection be based partly on committee recommendations and partly on the discretion of school officials. Other recommendations involved more detailed definitions of admissions standards and expanded studies of school outcomes. (DB)

ED 291 179 EC 201 794

Pederson, David R.; And Others
Invulnerable High Risk Preterm Infants.
SPONS. AGENCY- Ontario Mental Health Foundation, Toronto
PUB DATE- Apr 87
NOTE- 6p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987). Also supported by a grant from the Ontario Ministry of Social and Community Services.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Development; Cognitive Development; *Family Environment; Followup Studies; Foreign Countries; *High Risk Persons; Infants; *Perinatal Influences; *Premature Infants; *Special Health Problems

In an effort to look at factors moderating the negative effects of preterm low birthweight and perinatal illness, the study followed up (at 7 and 12 months of age) 50 preterm infants whose cumulative morbidity score was greater than 100 and/or who had a life threatening complication. Home visits provided ratings of maternal sensitivity, the Bradley and Caldwell (1980) HOME inventory provided ratings of environmental quality, and developmental tests provided ratings of cognitive development. Results found that the quality of the infants' home environment combined with the severity and duration of perinatal illness were strongly associated with early cognitive development. The robustness associated with rapid recovery from early illness combined with a sensitive and stimulating caregiver appeared to be characteristics of resilience for high risk infants. (DB)

ED 291 180 EC 201 795

Zangwill, Judith; Greene, Felice
When Coping Strategies Fail: Assessing and Counseling Learning Disabled Adults Facing New Challenges.
PUB DATE- 14 Mar 86
NOTE- 7p.; Paper presented at the Annual Conference of the Association for Children and Adults with Learning Disabilities (23rd, New York, NY, March 12-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Case Studies; *Coping; Counseling; *Evaluation Methods; *Intervention; *Learning Disabilities
IDENTIFIERS- Kingsbury Center DC
The Kingsbury Center in Washington, D.C. works with adult learning disabled persons providing assessment, remediation, and counseling services. Assessment emphasizes taking a detailed history, along with formal testing, informal testing, and behavioral observation. Intervention focuses on specific coping strategies and remediation in specific academic or skill areas. Testing measures include the Wechsler Adult Intelligence Scale--Revised, personality measures such as the Myers Briggs Test, and standard reading tests. Also evaluated are written essays, problem solving mathematics skills, career interests and aptitude. Two case studies, one of a 46-year-old attorney with a writing disability, and the other of a secretary with dyslexia, are offered as examples of the Kingsbury approach to adult learning disability. (DB)

DOCUMENT RESUME

ED 291 181 EC 201 796

Leung, Esther Kau-To
Commonalities and Diversities among Asian Americans for Considerations in Special Education and Related Services.
PUB DATE- Jul 87
NOTE- 59p.; Parts of this paper were presented at the Council for Exceptional Children Ethnic and Multicultural Concerns Symposia (Dallas, TX, November 21-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Asian Americans; *Cultural Differences; Cultural Influences; *Disabilities; Elementary Secondary Education; *Ethnic Groups; Family Influence; Handicap Identification; Minority Groups; Program Development; *Special Education; Values
The paper examines diversities and commonalities among Asian Americans and draws implications relative to special education service for Asian minorities. The first section focuses on diversities and complexities in this group with subsections on origin, sociocultural background prior to migration, immigration and settlement history, degree and type of acculturation, and current status. Commonalities, especially among those of East and Southeast Asian origin, are discussed next. Noted is the important influence of similar socioeconomic status across different nationalities. Commonalities are discussed in subsections on: experiential background and minority status; world views based on Confucianism, Taoism, and Buddhism; values, beliefs, lifestyles, tradition, and custom; family and ethics; education, morals, and society; and other values, beliefs, and personality characteristics (such as caution, conservativeness, reticence, endurance, accommodation, hard work, and loyalty). Among implications for special education are the need for careful identification procedures, the need to be sensitive to parents' need to "save face" in the identification and evaluation process, culturally relevant programming especially in such areas as building self-concept and social skills, and parent-professional collaboration. (DB)

ED 291 182 EC 201 797

Thorpe, Carol D.
Conversational Competency Profiles of Adult Males Who Exhibit Fluency Disorders.
PUB DATE- May 85
NOTE- 83p.; Master of Arts in Speech-Language-Pathology Project, New Mexico State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Communication Problems; Interaction Process Analysis; *Interpersonal Competence; Males; Speech Evaluation; *Speech Handicaps; *Stuttering
IDENTIFIERS- *Conversation
The study explored the verbal and nonverbal conversational competency of five adult males who exhibited fluency disorders. Five subject/interactant videotaped conversational interactions were analyzed utilizing an INter-REActive Learning (INREAL) Model analysis format. Descriptive individual and composite profiles resulting from trained raters' judgments of discrete verbal and nonverbal communicative behaviors are presented in tandem with the profile of one interactant who was constant across all five interactions. Results indicated that three or more subjects exhibited genuinely communicative behaviors in the following areas: (1) interpersonal communication, (2) communication domain (cognitive), (3) cognition, (4) linguistics (phonology, syntax, semantics), (5) communicative competence (basic and advanced), (6) nonverbal communication, and (7) conversation initiating and responding. All of the subjects exhibited some behaviors judged to be non-communicative in the areas of communication strategies, linguistics (vocal suprasegmentals), social components of communication, fluency, reaction time latency, and conversation talk time. (Author/DB)

ED 291 183 EC 201 800

Neff, Franklin W.; And Others
Mainstreaming and Transitioning of Moderately and Severely Multihandicapped Preschool Children Using Trained Volunteers: The Development of the "Preschool Acceptance through Language and Social Development" Program. Final Report.
Missouri Univ., Kansas City. Inst. for Human Development.
PUB DATE- Sep 87
NOTE- 215p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; Interpersonal Competence; Language Acquisition; *Mainstreaming; *Preschool Children; Preschool Education; Program Development; Program Implementation; Questionnaires; Transitional Programs; *Volunteers

The final report documents a 2-year project which trained volunteers to help preschool disabled and non-disabled children work together as part of a transitioning and mainstreaming effort. The report describes project development, implementation, and dissemination. Specific objectives included the following: form an advisory council; orient staff, children, and parents; conduct an ecological assessment of the educational environment; assess the behavioral repertoire of each handicapped child; develop individual educational plans for each child; recruit volunteers; develop training activities; develop measurement procedures and schedules; develop instructional activities for children; develop procedures for data collection, storage, and analysis; develop procedures to obtain data on adult attitudes; and plan for transition of students to other schools. Child training focused on development of language and social skills. Project evaluations by teachers, volunteers, and parents were positive. Recommendations for similar programs included having an on-site manager who recruits and trains volunteers and communicating clearly to parents and teachers the importance of data collection. Fourteen appendixes include: persistence training record form, the interaction coding manual, a rating scale of adaptive and maladaptive child behavior, a questionnaire on mainstreaming, an inventory of teacher social behavior, and a parent opinion survey. (DB)

ED 291 184 EC 201 951

Kramer, Linda R.
Self-Contained and Resource Room Programs for the Gifted: Factors Influencing Effectiveness.
PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). The research was partially supported by a grant from the Kentucky Advisory Council for Gifted and Talented Education. For related document, see EC 201 952.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Influence; *Educational Objectives; Educational Philosophy; Elementary Education; *Gifted; Outcomes of Education; Parent School Relationship; *Resource Room Programs; *Self Contained Classrooms; Special Classes; Teacher Evaluation; *Teacher Response; Teacher Supervision

A study gathered quantitative and qualitative data on the cognitive and affective outcomes for gifted students (grades 3-6) in full- and part-time programs from three classrooms in each of two neighboring school districts, one urban and one rural. While the belief emerged in both districts that the full-time program served the needs of gifted students to a greater degree, the findings indicate that community pressure, the absence of program philosophy, and inadequate teacher performance appraisal systems affected the operation of both full- and part-time program models, and may affect programs in larger districts to a greater degree. In the rural district, where a teacher-written philosophy guided the program and only three teachers cooperated to deliver both models, teachers expressed greater satisfaction with the programs and their abilities to be effective. Students also expressed a greater understanding of program goals and less frustration or pressure. In the urban district, the part-time program suffered from lack of permanent room location, teachers unfamiliar with the regular curriculum, a gradually eroding status, and fragmentation resulting from no full-time supervisor. The absence of a program philosophy defining the nature and needs of gifted students produced anxiety and pressure for teachers and students alike in the full-time program. (VW)

ED 291 185 EC 201 952

Kramer, Linda R.
Differences in Learning and Achieving in Self-Contained and Resource Room Programs for the Gifted.
PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Annual Conference of the American Educational Research Association (Washington, D.C., April, 1987). The research was partially supported by a grant from the Kentucky Advisory Council for Gifted and Talented Education. For related document, see EC 201 951.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Competition; Cooperation; *Educational Objectives; Educational Philosophy; Elementary Education; *Gifted; *Intergroup Relations; Outcomes of Education; *Resource Room Programs; *Self Contained Classrooms; Special Classes; Teacher Attitudes; Teacher Student Relationship
A study gathered quantitative and qualitative data on the cognitive and affective outcomes for gifted students (grades 3-6) in full- and part-time programs from three classrooms in each of two neighboring school districts, one urban and one rural. Results suggested that outcomes are affected by the goal structures of classrooms and that the instructional environment of a gifted classroom may be a more important variable than the amount of time students spend in a program. Differences in the full- and part-time classrooms operating in the two districts and their effects were examined. Qualitative analysis led to the proposition that cooperatively structured classrooms were more successful learning environments than competitive ones. Numerous examples and quotes drawn from the researcher's classroom observations are given. Illustrations provide floor plans, daily routines, and schedules of classroom activities for both the self-contained and pull-out classrooms in the two districts. (VW)

ED 291 186 EC 201 953

Swartz, Stanley L.
Review of Macomb Community Schools Learning Disabilities Eligibility Screening Procedure, 1980-87: Using a Discrepancy Formula To Screen Children for Learning Disabilities.
Western Illinois Univ., Macomb.
PUB DATE- 87
NOTE- 15p.; For related document, see ED 210 891.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Decision Making; Elementary Secondary Education; *Handicap Identification; Incidence; Intelligence Tests; *Learning Disabilities; Screening Tests; *Student Evaluation; *Student Placement; *Underachievement
IDENTIFIERS- Illinois (Macomb); *Myklebust Learning Quotient Method
The study reviewed application of the Myklebust Learning Quotient Method of identifying learning disabilities (LD) in the Macomb (Illinois) community school district from 1980 to 1987. The learning quotient (LQ) is a ratio of actual achievement to expected achievement. The Macomb program established ability estimates by use of the Wechsler Intelligence Scale for Children (Revised) and the Kuhlmann-Anderson Test; and achievement estimates with the Science Research Associates (SRA) achievement series and the Peabody Individual Achievement Test. Use of a correction factor for grade level with an LQ of 83 as the cutoff resulted in qualification as LD of 4% of the population. Use of the discrepancy formula was recommended as the first step in LD identification with more specific individual evaluation following. The review of current practices found that 6-9% of students continued to be classified as LD. Problems identified included placement in an LD class without the screening procedure, use of the screening procedure as the entire basis for LD diagnosis, placement without further evaluation, and LD placement regardless of the results of the screening procedure. It was concluded that, though the screening procedure itself was not failing its original purpose, implementation procedures need to be modified. (DB)

ED 291 187 EC 201 954

Scherer, Marcia J.; And Others
Factors Affecting Persistence of Deaf College Students.
PUB DATE- Apr 87
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *College Students; *Deafness; Dropout Research; *Dropouts; Grade Point Average; Higher Education; Social Adjustment; *Social Integration; *Student Characteristics
IDENTIFIERS- *National Technical Institute for the Deaf
A study of attrition after the first year of college was conducted with the 1984 entry class (N=233) of the National Technical Institute for the Deaf (NTID). A path-analytic model of nine factors affecting student persistence was tested. The nine factors were: cumulative grade point average, a composite academic performance index, ability in oral skills, social satisfaction, participation in college-sponsored extracurricular activities, scores on the Stanford Achievement Test, distance from NTID to home, percent of elementary and secondary education spent in mainstreamed programs, and participation in high school sponsored extracurricular activities. Results indicated social integration was an important factor in college persistence. Grade point average was not a critical factor in first year attrition. Results were somewhat different than those of studies with hearing students but may have been specific to NTID. (Author/DB)

ED 291 188 EC 201 955

Leroux, Janice A.; DeFazio, Peggy
University Programs for High Ability Adolescents.
PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Guidance; *College School Cooperation; *Enrichment Activities; Foreign Countries; *Gifted; *Parent Attitudes; Program Evaluation; Questionnaires; Secondary Education; Self Esteem; *Student Attitudes
IDENTIFIERS- Ontario (Ottawa)
The study investigated perceptions of student participants (N=97) and their parents (N=80) in the "Mini-Course Enrichment Program," a 1-week program for gifted secondary students offered each spring by two universities in Ottawa, Canada. A questionnaire which examined the areas of achievement, career aspirations, and self-observation/personal competence was developed. Among findings were: over 95% of students and parents were satisfied with the program; 59% of students felt the program helped them in preparing for a career; 86% were proud of the work they did in the program; 66% of French speaking students (but only 37% of English speaking students) enjoyed talking in front of others; and 55% of students felt the program had a positive effect on their self-image. Parents expressed significantly different responses in several areas, e.g., need for increased guidance and counselling (parents 87%, students 72%); child's desire for more personal freedom to accomplish goals (parents 51%, students 76%). Among six recommendations for program improvement are the provision of inservice training for faculty instructors, provision of personal counseling for students, and provision of guided opportunities for self-directed learning within the courses. (DB)

ED 291 189 EC 201 956

Handbook of Procedural Guidelines for Implementation of Special Education Curriculum: Critical Skills/Community-Based and Special Education Curriculum Guide.
Riverside County Office of Education, CA. Div. of Special Schools and Services.
PUB DATE- Nov 86
NOTE- 144p.
AVAILABLE FROM- Riverside County Office of Education, Division of Special Schools and Services, 3939 Thirteenth St., PO Box 868, Riverside, CA 92502 (Handbook $5.00; Guide $5.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Education; *Community Role; *Curriculum Development; Curriculum Evaluation; Curriculum Guides; Daily Living Skills; *Disabilities; Due Process; Elementary Secondary Education; Guidelines; Individualized Education Programs; Inservice Teacher Education; Recreation; Safety; *Special Education; Student Placement; Transportation; Volunteers
IDENTIFIERS- California (Riverside County)

The special education procedural handbook and the special education curriculum guide provide guidelines for teachers and other school personnel. The procedural handbook covers the following areas: individual education program process (IEP) and program placement, individual education program team, administrative placements, parent interviews, program operations, staff time and scheduling, logistics of community/school scheduling, staff roles, classroom management, interagency agreements, lunches/meals, forms, community-based instruction, student identification, community site selection and utilization, safety procedures in the community, use of authorized unsalaried volunteers in community-based instruction, transportation modes, financial management, procedures for obtaining cash from instructional supplies budget, fund raising, allocation of funds to pay for student consumed supplies, student body accounts, revolving cash, training and staff development, administrative training, procedures for staff development, training of community personnel, public awareness, evaluation procedures for curriculum, and program quality indicators. The curriculum guide, to which the handbook is an adjunct, provides definitions of terms, a discussion of curricular options, and brief guidelines in the following instructional domains: domestic, community, career/vocational, and recreation/leisure. Also provided are curriculum quality indicators in the form of program objectives. (DB)

ED 291 190 EC 201 957

Mason, Janet
Abuse and Neglect of Children and Disabled Adults: North Carolina's Mandatory Reporting Laws and 1985-86 Update.
North Carolina Univ., Chapel Hill. Institute of Government.
PUB DATE- 86
NOTE- 73p.
AVAILABLE FROM- Publications Office, Institute of Government, Knapp Building 059A, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27514 ($4.00 per copy, includes update; $3.00 for 100 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Abuse; *Child Neglect; Death; *Disabilities; Family Violence; *Legal Responsibility; *Legislation; Recordkeeping; Victims of Crime
IDENTIFIERS- *Child Abuse and Neglect Reporting; North Carolina
The booklet explains requirements for reporting abuse or neglect of children and disabled adults contained in the North Carolina Juvenile Code and the Protection of the Abused, Neglected or Exploited Disabled Adult Act. Following a brief historical review, the text discusses who must report abuse and neglect, what acts or conditions must be reported, how a report should be made, how a child is protected in an emergency, what processes might follow a report (investigations, criminal prosecutions, reports to a central registry), and what protections are afforded to those who report. An analysis of how well the reporting laws work includes a tabulation of the number of abused and/or neglected children reported to the North Carolina Central Registry annually, July 1971-June 1983, as well as total number of deaths each year attributable to abuse or neglect. Copies of selected statutes, with amendments through the 1983 Session of the North Carolina General Assembly, are provided along with a table comparing features of the child and adult reporting laws. A separate 1985-86 update contains changes in reporting requirements enacted by the 1985 General Assembly and a summary of nonlegislative developments relating to liability for failure to comply with the reporting law. (VW)

ED 291 191 EC 201 958

Children with Special Health Care Needs. Campaign '87. Surgeon General's Report. Commitment to: Family-Centered, Community-Based, Coordinated Care.

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

REPORT NO.- DHHS-HRS/D/MC-87-2

PUB DATE- Jun 87

NOTE- 36p.

AVAILABLE FROM- U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Bureau of Health Care Delivery and Assistance, Division of Maternal and Child Health, Rockville, MD 20857.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Agency Cooperation; *Community Programs; Costs; Delivery Systems; *Government Role; Health Needs; *Health Services; Information Dissemination; Research Needs; *Special Health Problems

IDENTIFIERS- *Child Health Care

The Surgeon General's report on children with special health needs proposes seven action steps needed to implement a community-based family centered health care approach. Recommended are the following actions: Pledge a national commitment to all children with special health care needs and their families; Encourage building community-based service systems; Assist in ensuring adequate preparation of providers of care; Develop coalitions to improve the delivery of services; Establish guidelines to control costs of services; Encourage and support the development of adequate health care financing; Continue to conduct research and disseminate information. For each action step examples of projects implementing the action are given. The challenge is directed toward families, states, private health care providers, and the health care financing sector in a coordinated effort under the leadership of the Division of Maternal and Child Health. (DB)

ED 291 192 EC 201 959

Williams, Wes; Mueller-Lewis, Patricia
Parent Leadership Program: Parent Involvement--Severely Handicapped. Final Report.
Vermont Univ., Burlington. Center for Developmental Disabilities.
SPONS. AGENCY- Vermont State Dept. of Education, Montpelier. Div. of Special Education and Pupil Personnel Services.
PUB DATE- Oct 87
NOTE- 198p.
GRANT- G008430104
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agency Cooperation; *Delivery Systems; *Demonstration Programs; Elementary Secondary Education; Individual Needs; Models; Needs Assessment; *Parent Education; *Parent Role; Parent School Relationship; *Severe Disabilities; State Programs; Workshops
IDENTIFIERS- Vermont

The report describes the development and implementation of a statewide (Vermont) service delivery system which employed and trained parents of children with severe handicaps to: (1) work with educators to facilitate their involvement with families, and (2) provide information and support services which addressed individual family needs. The family services were integrated into existing regional and local educational services for learners with severe handicaps. The first section of the report describes characteristics of the state and the educational service delivery model, while subsequent sections report the development and implementation of the model. Individual sections provide information on the following topics: identification of family needs, recruitment and training of parent support persons, coordination and integration with other training, continuous identification of training needs, provision of information and support services, addressing regional and local needs, addressing individual family needs, consumer satisfaction with support and information services, needs assessment satisfaction, resource guide satisfaction, training workshop satisfaction, costs and benefits, and dissemination. Fifteen appendixes include sample training modules, sample pages from a community resource guide, sample newsletters, a parent interview form, and a sample workshop evaluation form. (DB)

ED 291 193 EC 201 960

Walker, Margaret
The Makaton Vocabulary--Uses and Effectiveness.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the International Afasic Symposium of Specific and Language Disorders in Children (1st, Reading, England, March 29-April 3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Aids (for Disabled); *Communication Disorders; Foreign Countries; *Language Acquisition; Manual Communication; Sign Language; Speech Communication; Symbolic Language; Teaching Methods; *Vocabulary
IDENTIFIERS- *Makaton Vocabulary
The paper describes the Makaton Vocabulary as an alternative communication mode for children and adults with communication and language difficulties. The language program comprises the following components: a core vocabulary based on concepts/items needed to express essential needs and experiences; the use of signs and/or symbols always associated with speech; and a specific structured set of teaching procedures. The core vocabulary is organized into eight sequential stages of increasing complexity and communication priority and can be personalized by elimination of irrelevant items and addition of other concepts. The teaching procedure has six steps: (1) setting up acts of communication; (2) establishing a learning pattern; (3) using vocabulary in the context of real objects and events; (4) teaching a range of functions; (5) teaching new concepts; and (6) teaching understanding and use of phrases. The Makaton Vocabulary is widely used in the United Kingdom. Makaton resource centers outside the United Kingdom are listed, and a bibliography of 31 items provided. (DB)

ED 291 194 EC 201 961

Severson, Herbert H.; And Others
Standardized Mass Screening of At-Risk Students: A Multiple Gating Approach.
PUB DATE- 29 Aug 87
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (95th, NY, August 29, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adaptive Behavior (of Disabled); *Behavior Disorders; Behavior Rating Scales; Classroom Observation Techniques; Elementary Education; *Handicap Identification; *High Risk Students; *Screening Tests; Teacher Role; *Test Reliability; *Test Validity
IDENTIFIERS- *Systematic Screening for Behavior Disorders

Reliability and validity data on a procedure for identification of students "at risk" for exhibiting behavior disorders are presented. The Systematic Screening for Behavior Disorders instrument relies upon teacher judgment and normative criteria in three interrelated stages that cross validate the results of each other. Stage 1 has teachers rank students on both "externalizing" and "internalizing" behavioral dimensions. Stage 2 involves teacher completed rating measures on adaptive and maladaptive behavior while Stage 3 includes observation in classroom and free play settings which are used to confirm other measures. Data are presented on a districtwide trial involving 158 classroom teachers in 16 schools. Observation data on 301 elementary grade students confirm the accuracy of this cost effective procedure in identifying children exhibiting behavior disorders. (Author)

ED 291 195 EC 201 962

Egelske, Maxine L.
The Referral Process: Inservicing Teachers on Identifying Handicapped Children.
PUB DATE- 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Inservice Teacher Education; *Mild Disabilities; *Referral
IDENTIFIERS- *Regular and Special Education Relationship
The paper provides guidelines on inservice educational needs of regular education teachers in the area of identifying and referring handicapped children. Educators need to look at solutions for the hard-to-teach child other than referral to special education, such as using specialists to assist regular teachers, clarifying the roles of regular and special educators serving mildly handicapped students, and using pre-referral intervention systems. Specific suggestions regarding the purpose of inservice, establishment of inservice committees, conducting a needs assessment, programming, and evaluation are offered. (DB)

DOCUMENT RESUME

ED 291 196 EC 201 963

Rogers, Brenda G.
A Comparative Study of the Attitudes of Regular Education Personnel toward Mainstreaming Handicapped Students and Variables Affecting Those Attitudes.
PUB DATE- 16 Mar 87
NOTE- 34p.; Paper presented at the Pan American Conference on Rehabilitation and Special Education (4th, Acapulco, Mexico, March 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Disabilities; Elementary Education; Elementary Secondary Education; High Schools; *Mainstreaming; Middle Schools; *Teacher Attitudes; Teacher Background; Teaching Experience
The study examined whether significant differences existed in the expressed attitudes of elementary, middle, and secondary level regular education teachers and support staff (N=92) toward mainstreaming and what variables impacted these attitudes. The "Mainstreaming Questionnaire" was used and inferential statistics applied to analyze differences in subjects' scores. Findings indicated significant differences in expressed attitudes of regular education teachers and support staff based on type of school in which they were working with high school and middle school personnel less supportive of mainstreaming than elementary school teachers. The findings did not indicate significant differences in the attitudes of the groups based on exposure to handicapped students, years of experience, certification level, and previous training in special education. (Author/DB)

ED 291 197 EC 201 964

Archer, Renee
A Review of Curriculum Guides Developed for the Profoundly Mentally Handicapped (PMH) Population.
South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.
PUB DATE- Oct 86
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Curriculum Development; *Curriculum Evaluation; *Curriculum Guides; Elementary Secondary Education; *Severe Mental Retardation
IDENTIFIERS- South Carolina

The monograph is intended to provide teachers of profoundly mentally handicapped students in South Carolina with a guide to ten existing curricula which were reviewed by the State Department of Education Consultant for the profoundly mentally handicapped. Usually included for each guide is title, information on curriculum components and instructional format, one or more descriptives (samples from the guide), a synopsis, the publisher, cost, and name/address of a contact person. (DB)

ED 291 198 EC 201 965

DeCrease, Toni
A Resource Paper for the Regular and Special Education of Learning Disabled Students.
South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.
PUB DATE- 86
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Techniques; Cooperative Programs; Elementary Secondary Education; *Handicap Identification; *Interdisciplinary Approach; Interpersonal Competence; *Learning Disabilities; *Mainstreaming; Resource Teachers; Special Education Teachers; Teacher Role; Teaching Methods
IDENTIFIERS- *Regular and Special Education Relationship
The resource paper for regular and special teachers of learning disabled students on cooperative initiatives between regular and special education is presented in a question and answer format. The following questions are discussed: How can I recognize children with learning disabilities in my classroom? If I suspect a student to have a learning disability what records should I keep to aid in making a proper referral? How do I know if the material I am using in my classroom is too difficult for my learning disabled student? What role must I play as a resource teacher in supporting teachers who serve learning disabled students in regular classrooms? How important is effective communication for a resource teacher? How can I, as a regular educator, help to implement the IEP (Individualized Education Plan) on a daily basis in my classroom? What adjustments can I make in an effort to aid learning disabled children in my regular classroom? Should I change my teaching methods in dealing with learning disabled children in my regular classroom? How can teachers find "extra time" for cooperative planning? How can secondary educators prepare learning disabled students for college? What problems do the learning disabled encounter in making social adjustments? (DB)

ED 291 199 EC 201 966

Signs for Instruction: A Reference Manual of Preferred South Carolina Signs.
South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.
PUB DATE- 87
NOTE- 538p.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *American Sign Language; *Deafness; Elementary Secondary Education; Finger Spelling; *Manual Communication; Total Communication; *Vocabulary
IDENTIFIERS- *South Carolina

The reference manual of preferred sign language signs represents an effort by a special South Carolina task force to develop a single, systematized approach for signing in instructional settings throughout the state. The manual, which contains illustrations and instructions for formation of approximately 2,500 signs, was developed by establishing a word list of essential vocabulary utilized in the primary grades and then identifying preferred signs for each of the words/concepts. Among 11 guidelines used in establishing the preferred signs were: English, American Sign Language, or Pidgin Sign English word order; the use of Total Communication when appropriate; the use of fingerspelling when appropriate; discouragement of the invention of signs; use of correct signing space; and use of the English representation of the verb "to be'" An introduction provides information on the history of sign language, terminology, the sign language continuum, manually coded sign systems, features of sign language, grammar of sign language, and fingerspelling. Provided for each sign are an illustration, a sample usage, and formation instructions. Appended are the signs for the American Manual Alphabet, numbers, ordinals and money, the days of the week, and cities in South Carolina. (DB)

ED 291 200 EC 201 967

Thompson, Marie; And Others
Language Assessment of Hearing-Impaired School Age Children.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- ISBN-0-295-96544-4
PUB DATE- 87
NOTE- 304p.
GRANT- G008200501
AVAILABLE FROM- University of Washington Press, P.O. Box 50096, Seattle, WA 98145 ($25.00, quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communication Disorders; *Diagnostic Tests; *Educational Diagnosis; Evaluation Methods; *Hearing Impairments; Intervention; *Language Acquisition; Language Skills; Language Tests; *Learning Disabilities; Screening Tests; Student Evaluation; Test Selection

Focusing on the realities and constraints operating in public school settings, this book suggests ways that school personnel with responsibilities for hearing-impaired and other language-delayed children can produce effective language assessments and interventions. Following an overview of language development, the book is organized into sections which constitute "steps" in the assessment process. The first step, "Evaluating Tests," covers the purpose of a language assessment and issues such as norms, validity, and reliability, and concludes with a checklist for evaluating language tests. "Selecting a Test Battery" defines a test battery, discusses formal-informal testing, reprints the Kendall Communicative Proficiency Scale, provides examples of test batteries, and cites test modification techniques. "Administering the Test Battery" lists general considerations for administering tests and special considerations for testing the hearing-impaired child. "Obtaining and Using Language Samples" describes ways to obtain written, elicited, and spontaneous language samples; discusses methods of recording and analyzing spontaneous language; and gives sample recording forms. The final section contains descriptions and critiques of 36 available language tests, including ordering information, ages for which the tests are designed, instructions for test administration, norms, reliability, validity, advantages, disadvantages, and other notes. (JDD)

ED 291 201 EC 201 968

Brounstein, Paul; Holahan, William
Change in Self-Concept and Attributional Patterns of Gifted Adolescents as a Result of Consensual Validation.
PUB DATE- 21 Apr 87
NOTE- 50p.; Paper presented at the Annual Convention of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academically Gifted; *Attribution Theory; Enrichment Activities; Failure; *Gifted; *Interpersonal Competence; Intervention; Junior High Schools; Physical Activities; *Self Concept; Self Esteem; Success; Summer Programs
The study attempted to chart the differences in self-concept between academically gifted and non-gifted competent seventh-graders, and also to investigate the attributional patterns associated with self-concept across four domains of activity--social and academic achievement oriented success and failure. The study attempted to measure changes in both self-concept and attributional patterns manifested after an intervention in which students experienced a type of consensual validation process as a by-product of participating in an academically rigorous summer residential program. A nonequivalent control group design involving pre-, immediate-, and remote-post measures was employed. The premeasure showed differences between gifted and competent students where competent students had significantly greater self-concepts in the areas of social and physical activities while gifted students' academic self-concept was greater, and gifted students were less likely than competent students to take credit or see as pervasive the causes for social success. Measures after the summer program showed that gifted attendees decreased the extent to which they internalized the blame for or perceived as pervasive the causes for social failure, providing tentative support for the hypothesis that short-term consensual validation would moderate observed group differences. (Author/JDD)

ED 291 202 EC 201 969

Hallam, Philippa M.; Williams, John G.
Movement Control in Cerebral Palsied Children during a Developmental Test.
PUB DATE- Sep 87
NOTE- 13p.; Paper presented at the Annual Conference of the British Psychological Society Developmental Section (2nd, York, England, September 11-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cerebral Palsy; Child Development; Difficulty Level; Early Childhood Education; Eye Hand Coordination; Intelligence Tests; *Motor Development; Object Manipulation; *Performance Factors; *Performance Tests; *Psychomotor Skills; *Standardized Tests; Task Analysis; Testing Problems; Toys
The purpose of the study was to determine whether particular aspects of movement control influenced the performance of 2-year-old children on a standard developmental test, and thus influenced assessments of intellectual progress based on that test. Six cerebral-palsied (CP) children were compared with six children not suffering motor system dyscontrol (NCP) on a brick tower-building task. Results showed that the most competent CP child achieved the same level as the least competent NCP child. Two distinct sub-groups were found within the CP group--one which achieved acceptable age-related performance with slightly lower

levels of control than the NCP group and another which showed very low levels of control especially in digital manipulation of the test objects. (Author/JDD)

ED 291 203 EC 201 970

Disabilities: An Overview. ERIC Digest #420. Revised.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free; please enclose self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Disabilities; Early Childhood Education; Educational Needs; Elementary Secondary Education; Incidence; Resources; *Special Education
IDENTIFIERS- ERIC Digests

This digest lists and defines the disabilities which entitle a child to special education, estimates the number of U.S. children requiring special education, briefly discusses the educational implications of disabilities, and lists 6 printed resources and 14 organizational resources which can provide further information. (JDD)

ED 291 204 EC 201 971

Learning Disabilities. ERIC Digest #407. Revised.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free; please enclose self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Early Childhood Education; Educational Needs; Elementary Secondary Education; Incidence; *Learning Disabilities; Resources; *Special Education
IDENTIFIERS- ERIC Digests

This digest defines learning disabilities, cites their prevalence, describes typical characteristics of learning-disabled students, outlines educational implications of learning disabilities, and lists several printed and organizational resources for further information. (JDD)

ED 291 205 EC 201 972

Critical Presentation Skills--Research to Practice. ERIC Digest #449.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free; please enclose self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Disabilities; *Educational Practices; Elementary Secondary Education; *Instructional Effectiveness; *Research Utilization; *Teaching Methods
IDENTIFIERS- ERIC Digests

This digest looks at research findings and instructional applications of effective teacher presentation skills. Research has identified five critical skills: eliciting frequent responses, maintaining an appropriate pace during the lesson, maintaining attention, monitoring student responses and adjusting the lesson, and ensuring all students an equal chance to learn. Specific findings concerning each of these skills and suggestions for implementation are provided as are 25 references and/or resources. (DB)

ED 291 206 EC 201 973

Lesson Structure: Research to Practice, ERIC Digest #448.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free; please enclose self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Educational Practices; Elementary Secondary Education; *Instructional Effectiveness; *Lesson Plans; *Mild Disabilities; *Research Utilization; *Teaching Methods
IDENTIFIERS- ERIC Digests

This digest looks at research findings and instructional applications concerning lesson structure for teacher directed initial instruction of mildly handicapped students. Research has identified seven critical elements of teaching method: gain the learner's attention, review relevant past learning, communicate the goal of the lesson, model the skill to be learned, prompt for correct response, check for skill mastery, and close the lesson. Specific findings and suggestions for implementation are provided for each of the elements. Twenty-one references and/or resources are listed. (DB)

ED 291 207 EC 201 974

Warger, Cynthia L., Ed.; Weiner, Bluma B., Ed.
Secondary Special Education: A Guide to Promising Public School Programs.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-176-5
PUB DATE- 87
NOTE- 189p.
CONTRACT- 400-84-0010
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($20.00, $17.00 CEC member; Stock No. 322).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Accountability; Behavior Modification; Computers; Coordination; *Delivery Systems; *Disabilities; Dropouts; *Educational Practices; *Educational Trends; *Program Effectiveness; Program Evaluation; Secondary Education; *Special Education; Standards; Vocational Evaluation
The book discusses current issues and trends in special education programming at the secondary level. An introductory chapter by Cynthia L. Warger outlines service delivery program models and the range of curriculum content options. In Chapter 2, Janet Sansone focuses on the issue of accountability in secondary education as it relates to educational rights of handicapped students and secondary special education teacher preparation. Other trends described include learning strategies training for mildly handicapped students, programming for moderate to severely handicapped students, self-mediated and peer-mediated instructional approaches, vocational assessment, computer technology, and the high dropout rate among secondary level handicapped students. Andrew S. Halpern describes characteristics of a quality program in Chapter 3, focusing on curriculum and instruction, coordination of services, transition, and documentation of planning and school outcomes. A proposed set of 55 program standards concludes the chapter. The balance of the book consists of program descriptions of 66 promising public school programs categorized as follows: total district-wide programs, resource room programs, programs for special populations, career, vocational, or transitional programs, and special schools or centers. (JW)

ED 291 208 EC 201 975

Craney, Thomas J.
Improving the Process for Identifying Seriously Emotionally Disturbed Students Utilizing a Decision Facilitation Model in Elementary Schools.
PUB DATE- 28 Jun 87
NOTE- 81p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Behavior Disorders; Elementary Education; Eligibility; *Emotional Disturbances; *Handicap Identification; Inservice Education; *Interdisciplinary Approach; Models; *Participative Decision Making; Student Evaluation
The practicum was designed to improve the multidisciplinary team (MDT) process for identifying seriously emotionally disturbed (SED) students within five elementary schools, with the primary goal of implementing a decision facilitation model in order to provide a more systematic approach to SED identification. Initially, inservice training was provided to 40 MDTs in order to improve their conceptual understanding of the SED identification process. During the 12-week implementation phase, a decision facilitation model was implemented which focused on MDT responsibilities, information gathering and documentation requirements, and specific SED eligibility criteria. Twenty of the originally inserviced MDTs completed a post-implementation evaluation instrument. Results suggested that inservice training efforts were successful in improving MDT members' understanding of the critical conceptual components and eligibility criteria found within the SED definition. The decision facilitation model was judged an improvement over previous identification procedures by a majority of respondents. Among concluding recommendations is an effort to improve the relationship between assessment and eligibility procedures and intervention strategies. (JW)

ED 291 209 EC 201 976

Mental Retardation: Meeting the Challenge.
World Health Organization, Geneva (Switzerland).
REPORT NO.- ISBN-92-4-170086-6; WHO-86
PUB DATE- 85
NOTE- 48p.; Prepared in collaboration with the Joint Commission on International Aspects of Mental Retardation.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Community Resources; *Delivery Systems; Developed Nations; Developing Nations; Etiology; Futures (of Society); *Global Approach; Handicap Identification; International Organizations; Long Range Planning; *Mental Retardation; *National Programs; *Public Policy; Rehabilitation; Voluntary Agencies
Major components of care for mentally retarded persons are discussed from an international perspective. The use of community resources to provide comprehensive services is emphasized, including teaching and rehabilitation techniques. Topics addressed include identification and assessment; etiological factors (prevalence and causative factors); national policy formation; services (community programs, prevention and treatment, training and rehabilitation, manpower development); and the role of voluntary and international organizations. Forty-three references are appended. (JW)

ED 291 210 EC 201 977

Argresta, K.; And Others
Back at School Learning! (An Able Teaching Unit) and Autumn Antics! (An Able Teaching Unit).
Wayne County Intermediate School District, Detroit, Mich.
PUB DATE- 87
NOTE- 131p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Communication Skills; *Curriculum; Elementary Education; *Learning Activities; *Multiple Disabilities; *Severe Mental Retardation; Student Educational Objectives; *Teaching Methods
Contained in this teaching guide are two units that offer teaching strategies and activities for use with severely and multiply mentally impaired elementary aged students. The with severely and multiply mentally impaired elementary aged students. The guide is intended to provide structured experiences to foster the use of augmentative and alternative communication systems. Introductory material provides information on curriculum philosophy, program model, and rationale. Activities are developed to build on three levels of performance/response: awareness, imitation, and self-initiation. Instructional methods stress precision teaching (task analysis) and effective group teaching. A sample classroom layout, instructions for making pillow chairs and a swing-out divider arm, and a sample schedule precede the specific unit on "back to school learning." The unit's four instructional objectives are (1) becoming familiar with staff, peers, and routine; (2) learning to use basic objects and equipment associated with school; (3) building a classroom "family'" and (4) building and strengthening each person's identity. Activities for this unit and for the "autumn antics" unit focus on "current events," "integrated arts," "discovery," and "home management." The "autumn antics" unit revolves around the concepts of autumn and apples, fall sports (football, World Series), fall leaves and their colors, and country life. Presented for each activity in both units are a general description, content area, materials, teaching suggestions (coded to behavioral objectives) and a form for recording the individual student's response to the activity. Instructional materials for duplication are appended to both units. (DB)

DOCUMENT RESUME

ED 291 211 EC 201 978

McCullagh, James G.
Barriers to Adoption of Special Needs Children: A National Study.
North American Council on Adoptable Children, Washington, DC.; University of Northern Iowa, Great Falls. Dept. of Social Work.
PUB DATE- Sep 85
NOTE- 182p.; The Graduate College of the University of Northern Iowa also provided a Grant for this study. Appendix is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adoption; *Agency Role; Blacks; Delivery Systems; *Disabilities; Hispanic Americans; Individual Needs; Parent Attitudes; Questionnaires; Social Agencies; Social Services

This exploratory study analyzed the incidence and nature of barriers experienced by applicants wishing to adopt special needs children, defined as: "children who are older, have physical disabilities, are emotionally troubled, or are mentally retarded. Many are Black or Hispanic. Some are brothers and sisters who need a home together." Between mid-January and the end of June 1984, approximately 13,000 questionnaires were mailed to affiliates of the North American Council on Adoptable Children (NACAC), foster parents associations, and other groups and individuals. Usable surveys were returned by 535 respondents, of whom 55.7 percent were identified as having experienced a homestudy barrier. Of the 191 white married respondents, 125 experienced a homestudy barrier. Consistent with other investigative findings, Blacks and single females and males clearly encountered homestudy barriers. Very few respondents expressed interest in adopting mentally retarded children or those with severe or even moderate disabilities. Almost 60 percent were unwilling to adopt a child older than 9 years. It is concluded that there is a mismatch between available children offered by agencies and what most respondents apparently want. Identified limitations of the study include the inability to identify the number of persons who believe they actually experienced a homestudy barrier. In addition, it is suggested that investigators may need to study number and race of staff available to prepare homestudies, examine eligibility criteria, and study application forms. More than half the document is made up of statistical tables displaying the study data. The NACAC questionnaire is appended. (JW)

ED 291 212 EC 201 979

Rhee, Tae Yung
Special Education and Welfare Activities for the Handicapped in Korea Spearheaded by Taegu University and Its Affiliated Institutions. Let's Make the Handicapped the Light of the Global Village.
Taegu Univ. (South Korea).
PUB DATE- Apr 87
NOTE- 32p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987). Pictures will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Delivery Systems; *Disabilities; Elementary Education; Foreign Countries; History; *Private Schools; Rehabilitation, Secondary Education; *Special Schools; Teacher Education
IDENTIFIERS- *Korea
The document traces the historical background and current status of educational and rehabilitative programs for handicapped persons sponsored by Taegu University (Korea) through the Young Kwang Educational Foundation. The history and early endeavors of the Foundation are described, noting the initial impetus derived from Protestant church and missionary activities in Korea. In 1946, Rev. Young Shik Rhee founded Taegu School for the Blind and Deaf, the first private special school in Korea. During the 1950s, a program for teacher training in special education and social welfare was established at Taegu School. Beginning in the 1960s, a period of expansion for the Foundation has included the establishment of private schools (with educational programs at both primary and secondary levels) for the blind, deaf, mentally retarded, physically handicapped, and emotionally disturbed. According to statistics presented, private institutions are the predominant providers of educational programs for the handicapped in the Republic of Korea. The document, which is printed in brochure form and amply illustrated with both black and white and color photographs, concludes with a discussion of goals for the future, including the need for early intervention services, programs for the multihandicapped, and vocational rehabilitation. (JW)

ED 291 213 EC 201 980

Hollingsworth, Patricia L.
The University of Tulsa School for Gifted Children.
Tulsa Univ., OK. School for Gifted Children.
PUB DATE- 87
NOTE- 11p.; For related document, see EJ 329 759.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum; Educational Philosophy; Elementary Education; *Elementary School Curriculum; *Gifted; *Learning Strategies; Metacognition; *Private Schools; *Problem Solving; Teaching Methods
IDENTIFIERS- *Enaction Theory; Math Their Way Program; Talents Unlimited Program; *University of Tulsa OK
The University of Tulsa (Oklahoma) School for Gifted Children is a full school program for able learners ages 3-12. The school is the only one in the nation to use a curriculum based on Enaction Theory which postulates that thinking is a matter of running a simulation in one's head and involves three steps: (1) creating a mental model, (2) manipulating that model, and (3) developing a strategy for problem solving. The curriculum also incorporates other hands-on, experience-based approaches, including Renzuilli's Triad Enrichment approach to children's independent investigations, the Talents Unlimited model to develop multiple talents, the Developing Capable Young People approach to social and emotional development, and Math Their Way and Mathematics a Way of Thinking for the math program. Each classroom has a lead teacher and one or more assistants. Consultants in computers and mathematics, music, Spanish, art, and science are available. Students are selected by an Admissions Board using interviews, parent information forms, and results of tests measuring verbal, quantitative, perceptual, and creative abilities. The school sponsors conferences for teachers and parents of gifted and talented youngsters and serves as the practicum site for The University of Tulsa's master's degree with specialization in gifted education. (VW)

ED 291 214 EC 201 981

Baber, Deb; Crowley, Shirley
Needs Assessment Management in Special Physical Education. Comprehensive System of Personnel Development in Physical Education.
Georgia Univ., Athens.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 85
NOTE- 197p.; For the CSPD-PE final report, see EC 201 982. Portions contain small print. An accompanying "Spec. PE" software diskette is not included here.
GRANT- G008400627
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adapted Physical Education; *Disabilities; Elementary Secondary Education; *Needs Assessment; *Physical Education Teachers; Special Education; *Surveys; *Teacher Education
IDENTIFIERS- *Comprehensive System of Personnel Development
The text and accompanying software are for use by state education agency personnel concerned with needs assessment under the Comprehensive System of Personnel Development (CSPD) as it relates to special physical education. "Book One," devoted to strategic planning, contains background information and directions for the development of effective needs assessment procedures covering preservice, inservice and staff development needs for those persons providing physical education for handicapped students. Appendices include (1) a comparison of survey research in adapted physical education; (2) blank forms to complete comprehensive plan needs statements, a special education inservice training and staff development needs survey, and a physical education survey; (3) the model for the Georgia physical education survey; (4) a system for establishing sample size; and (5) a prototype monitoring instrument for physical education. "Book Two," on data collection and analysis, is designed to acquaint state agency personnel with the SpecPE Needs Assessment Management System. It contains a survey instrument, documentation for using the analysis software (provided on IBM compatible floppy disk), and samples of printed reports the system can produce. An overview of the data storage and retrieval system are provided along with instructions for data entry, file management, and minor in-house modifications. Attachments include: (1) a position paper on physical education (PE) for individuals with handicapping conditions written in response to a request from the Office of Special Education Programs; (2) a practitioner's survey on PE services provided to handicapped students (the original data collection instruction); (3) a CSPD-PE plans and services brochure; (4) guidelines for SpecPE error correction procedures; (5) an annotated list of symposium papers on teacher training needs in adapted PE; and (6) federal compliance guidelines for PE services to handicapped children. (VW)

ED 291 215 EC 201 982

Bundschuh, Ernest L.
Comprehensive System of Personnel Development in Physical Education (CSPD-PE). Final Report.
Georgia Univ., Athens. Div. for Exceptional Children.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- May 87
NOTE- 171p.; For the SpecPE manual, see EC 201 981. The extensive appendixes contain frequent handwritten material and are of varying legibility.
GRANT- G008400527
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adapted Physical Education; *Disabilities; Elementary Secondary Education; *Needs Assessment; *Physical Education Teachers; Special Education; *State Departments of Education; Surveys; *Teacher Education
IDENTIFIERS- *Comprehensive System of Personnel Development
A 3-year project was undertaken to assist states in facilitating the development of a needs assessment management system in special education with a specific focus on the needs of physical educators serving handicapped students. During the first year the project staff met with state education agency personnel responsible for the Comprehensive System of Personnel Development (CSPD) program and reviewed the CSPD portion of all State Plans submitted to the Office of Special Education and Rehabilitation Services. They were then able to produce a functional needs assessment product, including a manual and software, with enough flexibility to meet unique needs identified in each state. The second and third years of the project were spent assisting states to implement the SpecPE Needs Assessment Management System through both regional and on-site training programs. Direct training was provided to personnel in the contiguous 48 states, Alaska, and Puerto Rico. Hawaii and the trust territories were provided all project materials plus a videotape covering all training sequences which have also been provided to each of the Regional Resource Centers. Throughout the duration of the project, nationwide open communication was maintained by project administration of the SpecPE Bulletin Board through the SpecialNet electronic network. The report contains a general overview of the project, a description of methods and procedures, a table summarizing physical education services for special education students, a list of trainees by state, and a sample state analysis plan. The bulk of the document consists of a series of appendixes. They include (1) excerpts from monitoring instruments; (2) a National Consortium on Physical Education for the Handicapped position paper; (3) dissemination and SpecialNet materials; (4) sample pages from the SpecPE manual; (5) the original data collection instrument for the project; (6) requests for information and project materials; (7) a sample state analysis plan; (8) evaluation forms and letters; and (9) videotape scripts developed by the project. (VW)

ED 291 216 EC 201 983

Stowitschek, Joseph J.; Salzberg, Charles L.
Job Success for Handicapped Youth: A Social Protocol Curriculum.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-172-2
PUB DATE- 87
NOTE- 69p.
CONTRACT- 400-84-0010
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 20091 ($11.00, $9.35 members; Publication No. 321).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Disabilities; Education Work Relationship; Employer Attitudes; Employer Employee Relationship; Employment Problems; *Interpersonal Competence; Secondary Education; *Social Cognition; *Social Development; *Transitional Programs; *Vocational Adjustment; Vocational Education; Vocational Evaluation
The book is intended for use by school- and nonschool-based professionals in teaching social skills and social competence to handicapped persons in order to promote employment success. It provides guidelines, procedures, and instrumentation for: (1) assessing client status on socially validated social skills required in both school- and community-based employment settings; (2) using curricular guidelines and scripts for teaching essential social skills; (3) teaching social skills in actual work settings; and (4) individualizing the instructional process to accommodate both client attributes and specific setting requirements. Work-at-school curriculum examples for each of 22 identified social-vocational skills describe the events that occasion social responding, analyze the kind of responses that are called for, and suggest a focus for training. The competitive employment curriculum guide, intended to aid social-vocational skill training on the job, uses the same 22 skills embedded in eight scripts that describe ongoing interactions taking place in five different jobs (automobile cleaner, cafeteria worker, fast food worker, motel maid, and dishwasher). An appendix contains master forms designed to be reproduced for use with the social protocol curriculum. (VW)

ED 291 217 EC 201 984

Barringer, Mary Dean
You Should be Dancin:! The Role of Performing Arts in the Lives of the Severely and Profoundly Handicapped.
Wayne County Intermediate School District, Detroit, Mich.
PUB DATE- 86
NOTE- 112p.
AVAILABLE FROM- Wayne County Intermediate School District, 33500 Van Born, Wayne, MI 48184 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Activities; Curriculum Development; *Dance Therapy; Elementary Secondary Education; History; Imitation; *Movement Education; *Self Expression; *Sensory Integration; *Severe Disabilities
The manual presents a program planning framework and teaching units for teaching dance and movement to severely and profoundly handicapped individuals. The planning framework contains four components: (1) aesthetic perception/multisensory integration; (2) creative expression; (3) dance heritage/historical and cultural; and (4) aesthetic valuing/enjoyment, observation, recognition. Contents, goals, and long- and short-term objectives are identified for each. The teaching units correspond to the first three components and are designed to encourage student awareness, imitation, and self-initiation. The creative movement curriculum developed for component one contains nine lessons. Instructions for each lesson cover objectives, warm-ups, improvisational dance, relaxation, isolated movement to music, partner movement activities, and object control. For component two, some 24 activities designed to build a repertoire of experiences with improvisation, choreography, and elements of form are described and accompanied by music, diagrams, and a list of books, records, and videotapes useful for their implementation. The teaching units for component three present structured "dance" lessons in the areas of folk dance, square dance, and contemporary dance that are presented in the format of an all-school performance. (VW)

ED 291 218 EC 201 985

Fowler, Susan A.
Planning School Transitions: Family and Professional Collaboration. Final Report, July 1, 1984 through June 30, 1987.
Kansas Univ., Lawrence. Bureau of Child Research.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 87
NOTE- 63p.; For related documents, see EC 201 986-987.
GRANT- G008401758
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; *Family School Relationship; Mainstreaming; *Preschool Education; Primary Education; *Program Evaluation; *Transitional Programs

The project conducted research and developed a demonstration model aimed at helping schools and families plan transitions for young children moving from special preschools to less specialized settings including regular preschools and kindergarten. The model's target population consisted of 40 handicapped children (ages 3-5) enrolled in three special preschools in Douglas County, Kansas. Emphasizing the inclusion of family members as active participants in the child's transition, the program includes guidelines to plan transitions for children who have different learning needs and for families who differ in their socio-economic resources. The transition model includes formats for: (1) constructing interagency agreements; (2) communicating between the school and home; (3) involving families in the decision-making process; (4) constructing a program timeline; (5) constructing an individualized transition timeline; (6) identifying local agencies for referral; (7) preparing the child for a change of classrooms and programs; and (8) evaluating the transition component. This document consists of a project summary and three appendixes providing checklists and evaluation instruments, planning guides, interview protocols, teacher and parent surveys, and other representative project materials. (Author/VW)

ED 291 219 EC 201 986

Hains, Ann Higgins; And Others
Planning School Transitions: Family and Professional Collaboration.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.; Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 87
NOTE- 25p.; For related documents, see EC 201 985 and EC 201 987.
GRANT- OSERS-024BH0009; R01-MH-20410-15
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Behavior Development; *Disabilities; *Family School Relationship; *Kindergarten; *Mainstreaming; *Preschool Education; Skill Development; Teacher Role; Teacher Student Relationship; *Transitional Programs
The paper discusses the roles of educational agencies, teachers, parents, and the children themselves in ensuring successful transitions from special education preschools to mainstreamed kindergarten placements. Factors determining classroom placements for the child include chronological age, results of school readiness and developmental screening tests, rates of inappropriate child behavior and teacher attention, and the ability to meet demands of the future classroom environment. Parents choosing to actively participate as partners and teachers can help prepare the child for transition, help maintain and generalize some of the critical skills necessary for a successful transition, and serve as a bridge between the two programs. The sending teacher can become familiar with the curriculum and routines of potential receiving programs and focus on teaching the skills that the child must demonstrate upon kindergarten entry. The receiving teacher may need to evaluate traditional kindergarten routines, teach academic support skills in addition to academic content, and establish new communication patterns with parents. Educational agencies should promote interagency coordination and communication. Thirty-nine references are provided. (VW)

ED 291 220 EC 201 987

Chandler, Lynette K.; And Others
Assessing Family Needs: The First Step in Providing Family-Focused Intervention.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 85
NOTE- 32p.; For related documents, see EC 201 985-986.
GRANT- OSERS-024BH50009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Disabilities; Educational Objectives; *Family Counseling; *Family School Relationship; *Intervention; *Needs Assessment; Outcomes of Treatment; Parent Child Relationship; Parent Participation; Parent Teacher Cooperation; Preschool Education; *Program Development
This paper provides a brief review of the issues regarding families in early intervention programs for handicapped children and proposes the assessment of family needs as a first step in designing family-focused interventions. While traditional approaches to early intervention tend to be exclusively child-focused, professionals are encouraged to respond to a child as part of a family unit because handicapping conditions place both the child and family at risk. Intervention goals might take into account the extent of family time and resources available for home- or center-based therapy, the family's interest in the development of certain child skills, and the family's ability to be involved in the therapy program. Professionals ought to review existing assessment tools and interpretation methods to determine if they evaluate need from the family's perspective and promote understanding between professionals and families. The purpose of both intervention and assessment should be clearly understood, the purposes should be similar when possible, and needs should be stated in measurable terms. Intervention goals and tasks should address the family's strengths as well as needs while taking into consideration the impact on the family's time, finances, and skills. Outcome measures must reflect parent and family gains and satisfaction along with child gains. Fifty-two references are provided. (VW)

ED 291 221 EC 201 990

Barber, Patricia; And Others
Annotated Bibliography of Literature on Planning Comprehensive, Integrated Service Delivery Systems for Children with Special Needs and Their Families. Linking Community Resources in Order To Service Children with Special Needs and Their Families.
Kansas Univ., Lawrence. Bureau of Child Research.; Kansas Univ., Lawrence. Dept. of Special Education.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Sep 87
NOTE- 100p.; A product of Project Nexus.
CONTRACT- 300-84-0149
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Agency Cooperation; Community Action; *Community Development; *Cooperative Planning; *Delivery Systems; *Disabilities; *Diseases; Early Childhood Education; Family Programs; Integrated Activities; Program Development; Social Services; Technical Assistance
This annotated bibliography was compiled by Project NEXUS as a resource for local community groups or agencies wishing to improve services to disabled or chronically ill children, from birth to 3 years of age, and to their families. The bibliography lists

English-language books, journal articles, guides, and manuals that provide either background information or specific descriptions of models for planning integrated services. The 87 listings, published between 1972 and 1987, are arranged in alphabetical order by title. For each listing, the title, author, source, publication date, format, purpose, summary, comments, uses, and special features are listed. (JDD)

ED 291 222 EC 201 991

Mirkin, Phyllis; And Others
Procedures To Develop and Monitor Progress on IEP Goals (Revised).
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
PUB DATE- Oct 86
NOTE- 42p.; For related documents, see EC 201 992 and ED 144 270. Revised by Caren Wesson.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Diagnostic Teaching; Elementary Secondary Education; Evaluation Utilization; Graphs; *Individualized Education Programs; Instructional Effectiveness; Measurement Techniques; *Mild Mental Retardation; *Moderate Mental Retardation; Program Evaluation; *Reading Difficulties; *Reading Instruction; Remedial Reading; Student Educational Objectives; *Student Evaluation; Teaching Methods
This field-tested manual is an extension of an earlier work titled "Data-Based Program Modification: A Manual," and is designed for special education resource teachers to implement with children whose mild and moderate learning handicaps have resulted in discrepancies between actual and expected reading skills. The manual's philosophy is that teachers can improve special education services by systematically measuring student progress toward individualized education program (IEP) goals and then making adjustments to increase program effectiveness. It serves as a prescription for what to measure, how to measure, and how to use measurement data in program evaluation. A discussion of the development of measurement procedures and of such technical considerations as validity and reliability begins the manual. Procedures are provided for frequent measurement of reading from the level representing the student's long-range goals in the curriculum. Units on charting student scores and writing data-based long-range IEP goals are included, along with information on graphing the long-range goal and collecting on-going data. The final unit on data utilization provides guidance in deciding when to change the program, based on graphs of student scores. (JDD)

ED 291 223 EC 201 992

Wesson, Caren; And Others
Specifying the Instructional Plan.
Wisconsin Univ., Milwaukee.
PUB DATE- Oct 86
NOTE- 119p.; Parts of this manual have been adapted from EC 201 991.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Elementary Secondary Education; *Individualized Instruction; Instructional Effectiveness; Language Fluency; Learning Strategies; *Lesson Plans; Listening; Phonics; Reading Comprehension; *Reading Difficulties; *Reading Instruction; Sight Vocabulary; Spelling Instruction; Structural Analysis (Linguistics); Student Educational Objectives; Teacher Guidance; *Teaching Methods

This manual outlines a process for preparing individualized lesson plans in reading that are consistent across time, to assist in determining the effectiveness of various teaching methods for use with special education students. Part I discusses components of the plan: instructional procedures and target skill, time spent on each activity, the pertinent materials, the administrative arrangements, and the motivational strategies. Part I also provides two examples of instructional plans, one for reading and one for spelling, and guidelines for practicing the plan-writing process. Part II helps the teacher decide how to make substantial adjustments in the instructional plan. Part III, the bulk of the manual, lists approximately 175 sample instructional activities for use in both beginning reading instruction and primary reading instruction. Both teacher-directed and student-directed activities are included in the areas of phonics, sight word building, listening, comprehension, structural analysis, fluency, and accuracy. For each of the activities is listed its purpose, a description of procedures (with variations), and necessary materials. (JDD)

DOCUMENT RESUME

ED 291 224 EC 201 993

Stone, Brian J.
Noncategorical Special Education and Systematic Assessment: A Position Paper and Proposal.
PUB DATE- 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Delivery Systems; *Disabilities; Elementary Secondary Education; Grouping (Instructional Purposes); *Handicap Identification; Labeling (of Persons); *Learning Disabilities; *Program Evaluation; Referral; Resource Room Programs; Resource Teachers; School Psychologists; *Special Education; Student Evaluation; Teacher Responsibility; Underachievement
IDENTIFIERS- *Curriculum Based Assessment; *Noncategorical Special Education

The paper proposes changes from the present categorically based special education service delivery system to a curriculum-based service delivery system. Set forth are problems currently associated with designating students as learning disabled (LD), distinguishing them from those who are simply underachievers or have other handicapping conditions, and developing appropriate programs to address their needs. While the teacher referral process, a key element of the former system, would remain essentially intact, the curriculum-based assessment duties would be shared primarily by the school psychologist and the resource teacher. Screening system components would include kindergarten screening, referrals by teacher nomination, the Stanford Achievement Test, report card data, core curriculum assessment, vision and hearing screening, and transfer student screening. Evaluation of screening data would lead to three possible outcomes: (1) regular program status covering most students with no further special education assessment or intervention scheduled; (2) at-risk status leading to pre-referral interventions and possibly to more extensive special education involvement; or (3) special program consideration for the small minority of students whose screening information indicates severe difficulty. For these students, traditional assessment procedures would be implemented and a more restrictive placement considered. (VW)

ED 291 225 EC 201 994

Bisno, Ann R.; Cavallaro, Claire C.
Field-Based Training of Teachers of Early Childhood and Severely Handicapped Project. Final Report, June 1, 1983 to December 31, 1986.
California State Univ., Northridge. Dept. of Special Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 31 Dec 86
NOTE- 100p.
GRANT- G008301306
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Competency Based Teacher Education; *Disabilities; Higher Education; Observation; Preschool Education; Self Evaluation (Groups); *Special Education Teachers; *Teacher Education; *Training Methods; *Videotape Recordings
IDENTIFIERS- *California State University Northridge
This project developed a field-based program that trained 40 teachers, 17 for early childhood handicapped programs and 23 to work with severely handicapped children. The program complemented existing credentials and master's degree programs at California State University, Northridge. During a full year of supervised practicum, the students were videotaped as they interacted with children in instructional contexts. The tapes were used to provide coaching and feedback, to establish self-monitoring skills, and to evaluate the students' attainment in each competency area. Target competencies included: (1) using and interpreting assessment instruments and techniques; (2) designing and implementing individualized intervention programs; (3) designing and organizing appropriate learning environments; (4) developing appropriate early childhood developmental activities; (5) providing opportunities for choice, problem solving, and responsibility for learning on the part of the young child; (6) developing teaching strategies and handling techniques; and (7) performing and applying task analysis in the learning environment. The program's effectiveness was evaluated using data measuring the competencies attained by students and the efficiency/effectiveness of videotape usage, opinions expressed by participants and their employers, and the numbers and types of positions program graduates assumed. Appendices include a bibliography of materials used for training and copies of evaluation instruments. (Author/VW)

ED 291 226 EC 201 995

Friedman, Ronald J.; Doyal, Guy T.
Attention Deficit Disorder and Hyperactivity. Second Edition.
REPORT NO.- ISBN-0-8134-2760-6
PUB DATE- 87
NOTE- 122p.; A Revision of "The Hyperactive Child" (1982).
AVAILABLE FROM- "The Interstate Printers and Publishers," P.O. Box 50, Danville, IL 61832 ($6.95, quantity discount available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- Allergy; *Attention Deficit Disorders; Behavior Modification; *Behavior Problems; *Clinical Diagnosis; Dietetics; Discipline; Educational Diagnosis; Elementary Secondary Education; Etiology; *Family Relationship; Homework; *Hyperactivity; Learning Disabilities; Motivation; Outcomes of Treatment; Psychotherapy; Punishment; Reinforcement; Special Education; *Teacher Student Relationship; Therapy

This book is designed for parents and teachers of children with Attention Deficit Disorder (ADD) and hyperactivity. Chapter 1 describes the symptoms, diagnosis, and causes of ADD, its effect on parents and families, inborn temperament characteristics of children with ADD, and tests and rating scales used to diagnose and treat the disorder. The second chapter discusses medical treatment and management, decisions to discontinue medication, possible side effects of medication, and the role of diet and allergies in ADD. Behavior management is covered in chapter 3; the principles underlying behavior change and modification, distinctions between punishment and extinction, and special methods for modifying behavior are addressed. Chapter 4, on educational planning and management, discusses the relationship of learning disabilities and intelligence level to ADD; describes special education procedures; gives two case studies of educational misdiagnosis; and offers advice on goal setting, motivation techniques, and homework. The fifth chapter covers problems at home, including nonpunitive discipline, schedules, and psychotherapy. The future adjustment of children with ADD is discussed in the final chapter. Also included are an extensive reading list, a glossary, names and addresses of professional and parent organizations, a list of commonly used reinforcers, and revised terminology and diagnostic criteria for ADD. (VW)

ED 291 227 EC 201 996

Standards and Guidelines for Curriculum Excellence in Personnel Preparation Programs in Special Education.
Council for Exceptional Children, Reston, VA. Dept. of Governmental Relations.
PUB DATE- Sep 87
NOTE- 104p.
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($20.00, $17.00 CEC member, $37.50 for a package of five; Stock #628).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accreditation (Institutions); *Disabilities; Higher Education; Institutional Evaluation; *Program Evaluation; *Special Education Teachers; *Standards; *Teacher Education
IDENTIFIERS- *Council for Exceptional Children; *National Council for Accreditation of Teacher Educ

These standards and guidelines have been developed by the membership of the Council for Exceptional Children (CEC) and approved by its governance as the best vehicle for evaluating the variety of special education personnel preparation programs. The CEC system of standard/guideline development assures the National Council for Accreditation of Teacher Education (NCATE) that this proposal represents the consensus view of the profession. The book is divided into two parts. The first covers the standards and guidelines themselves and contains: general instructions for completing and submitting the NCATE folio, a blank folio cover sheet, and information required on the overview and scope of each program. Separate sections for undergraduate and graduate programs present a series of specific CEC standards, each of which is followed by requests for evidence that must be submitted in support of each standard. The second part of the book provides an instructional manual which contains suggestions for completing the overview and scope, background information on undergraduate and graduate standards, pointers for completing chapters on each, a correlation of the CEC and NCATE standards, the NCATE/CEC glossary, and criteria that reviewers will use in evaluating materials submitted for each program. (VW)

ED 291 228 EC 201 997

McManus, Marilyn C., Ed.
Youth in Transition Project.
Portland State Univ., Oreg. Regional Research Inst. for Human Services.
PUB DATE- 87
NOTE- 14p.
AVAILABLE FROM- Portland State University, Research and Training Center, Regional Research Institute for Human Services, P.O. Box 751, Portland, OR 97207-0751.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; Community Programs; *Competency Based Education; Education Work Relationship; *Emotional Disturbances; *Parent Participation; Respite Care; Secondary Education; Skill Development; Transitional Programs; *Vocational Rehabilitation
IDENTIFIERS- Oregon (Portland); Supported Work Programs; *Youth In Transition Project
This issue focuses on assisting adolescents with serious emotional handicaps to make transitions from youth serving systems into society. A framework for developing transition-oriented programs is prevented that incorporates into the specific service goals of the current environment the skills required to function in the projected environment. Summarized next are nine tenets for implementing the transition framework which include the propositions that programs must be individualized and anchored in the next progressive step in the transition effort, that services must begin early and be skill and goal oriented, that programs must be community based and contain a vocational component, and that parents must be involved in the planning and development of services. A case study is provided of the Youth In Transition project at the Rosemont Residential Treatment Center and School, Portland, Oregon, which served 60 girls (ages 13-18) Other sections include: (1) a summary of a study of supported employment for individuals with severe disabilities; (2) descriptions of parent assistance programs to improve service delivery for adolescents and to provide respite services; and (3) requests for assistance in surveying transition programs. Also noted are revisions to a national directory of parent organizations. (VW)

ED 291 229 EC 201 998

Meyer, P. S.
Ingenium 2000: International Conference on Education for the Gifted. Opening Address.
PUB DATE- 26 Jun 84
NOTE- 13p.; Address presented at the International Conference: Education for the Gifted, "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984). For related documents, see EC 201 999-EC 202 000.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conferences; *Educational Planning; *Educational Policy; Elementary Secondary Education; *Equal Education; Foreign Countries; *Gifted; *Government Role; Research Projects
IDENTIFIERS- *South Africa; University of Stellenbosch (South Africa)
In these opening remarks to a 1984 International Conference on Education for the Gifted at the University of Stellenbosch, Union of South Africa, the Director-General of National Education summarizes the South African Government's approach to programs for gifted education. The diversity and complexity of the South African population calls for a differentiated approach to the teaching of gifted children. The first or basic phase of such an approach should be the upgrading of the general standard of education of those groups still handicapped by a significant backlog. During the second phase, gifted programs suited to the cultural and linguistic needs of the different groups should be developed and implemented. The government has accepted the principle that all children have a claim to equal educational opportunities, irrespective of race, color, creed, or sex and has incorporated this principle into the National Policy for General Education Affairs Act of 1984. In 1982, the Human Sciences Research Council was commissioned to collect empirical data that will serve as a scientific basis for the formulation of a coordinated national policy for gifted education in South Africa and a continuous research policy in the field. The results will be reported during the course of the conference. (VW)

ED 291 230 EC 201 999

Haasbroek, J. B.
Gifted Child Education: Past and Present Dispensation.
PUB DATE- Jun 84
NOTE- 22p.; Paper presented at the International Conference: Education for the Gifted, "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984). For related documents, see EC 201 998-EC 202 000.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ability Identification; *Educational Change; Educational Planning; *Educational Policy; Educational Research; Elementary Secondary Education; *Federal Programs; Foreign Countries; *Gifted; *Gifted Disabled; Guidance Programs; *Program Development; Special Education; Teacher Education; Underachievement
IDENTIFIERS- *South Africa
This paper, presented at the International Conference on Education for the Gifted, examines the Republic of South Africa's historical provision of education for the highly gifted as well as the present status of such service. A brief review is provided of the educational planning process and recommendations are outlined for a national system of differentiated education in accordance with students' capacities. Other aspects of gifted education discussed include identification of highly gifted pupils and provision of education at elementary and secondary levels. A summary of some of the recommendations formulated by the Human Sciences Research Council during its investigation into the Republic's educational system are presented. Specific recommendations focus on educational structure, education for the highly gifted, and a research program on education of the highly gifted. The present status of education provision for the highly gifted is then described, discussing the definition of giftedness, identification of gifted pupils, education for highly gifted handicapped pupils and highly gifted underachievers, guidance for highly gifted pupils and their parents, teacher training, and special program development. (JDD)

ED 291 231 EC 202 000

Garbers, J. G.
Some Ideas on the Drawing Up of a Blueprint for the Education of Gifted Children in the Republic of South Africa.
PUB DATE- Jun 84
NOTE- 11p.; Paper presented at the International Conference: Education for the Gifted, "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984). For related documents, see EC 201 998-999.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ability Identification; *Educational Administration; *Educational Improvement; Educational Policy; Elementary Secondary Education; Enrichment Activities; *Federal Programs; Foreign Countries; *Gifted; Mainstreaming; Preschool Education; *Program Development; Special Education; Teacher Education
IDENTIFIERS- *South Africa
This paper, presented at the International Conference on Education for the Gifted, outlines points for consideration in designing a program for the education of gifted children in the Republic of South Africa. The points focus on the importance of mainstreaming, identification of giftedness, the need for close cooperation between home and school, and possibilities offered by new educational technology. To develop an educational system accommodating those points, a proposed system of education management has three levels: ministry of education of the central government, departments of education, and schools. The education of the gifted student can be accommodated within this structure through an enriched curriculum and stimulating educational climate, and through early identification at the preschool level. Teacher training for gifted student educators should involve identification procedures, teaching strategies, curriculum design, and design of individualized learning programs. Other important aspects of gifted education include school guidance, program evaluation, and creation of coordinating educational committees. (JDD)

ED 291 232 FL 016 410

Grimes, Joseph E., Ed.
Sentence Initial Devices. Summer Institute in Linguistics Publications in Linguistics. Publication Number 75.
Summer Inst. of Linguistics, Dallas, Tex.; Texas Univ., Arlington.
REPORT NO.- ISBN 0-88312-096-8
PUB DATE- 86
NOTE- 229p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020) Books (010)
DESCRIPTORS- Discourse Analysis; Folk Culture; Foreign Countries; Form Classes (Languages); *Grammar; Guarani; Linguistic Theory; Mythology; *Sentence Structure; Structural Analysis (Linguistics); *Syntax; Uncommonly Taught Languages
IDENTIFIERS- Central America; Coreguaje; Gaviao; Jamamadi; Karitiana; Nambiquara; Paumari; Questions; *South America; Teribe; *Topicalization (Language); Tucano; Xavante
A collection of papers on sentence constituents occurring in the sentence-initial position in a variety of Central and South American languages includes: "Consitutent Order, Cohesion, and Staging in Gaviao" (Horst Stute); "Focus and Topic in Xavante" (Eunice Burgess); "Sentence-Initial Elements in Brazilian Guarani" (Robert A. Dooley); "Coreguaje Dependent Verb Suffixes" (Dorothy Cook); "Higher-Level Conjunctions in Karitiana" (Rachel M. Landin); "Staging in Teribe Discourse" (Carol Koontz Schatz); "Topicalization in Nambiquara" (Ivan Lowe); "Topicalization and Constituency in Coreguaje Narrative" (Frances Gralow); "Repetition in Jamamadi Discourse" (Barbara Campbell); "Participants in Nambiquara Myths and Folktales" (Margaret Lowe); "The Adversative Particle in Tucano Discourse" (Birdie West);and "Paumari Interrogatives" (Shirley Chapman). (MSE)

ED 291 233 FL 016 868

Zagona, Karen

"Mente" Adverbs, Compound Interpretation and the Projection Principle.

PUB DATE- Dec 86
NOTE- 32p.; Paper presented at the Annual Meeting of the Linguistic Society of America, the American Association for Applied Linguistics, and the American Dialect Society. (New York, NY, December 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjectives; *Adverbs; *Grammar; Linguistic Theory; Morphemes; *Morphology (Languages); *Spanish; Structural Analysis (Linguistics)
IDENTIFIERS- *Compound Words

An analysis of the structure and interpretation of Spanish adverbs ending in "-mente" focuses on the grammatical status of the constituent elements of those words. It begins by looking at the grammatical properties of "-mente" adverbs (MAs), the word-level properties of MA constituents, and the compound types and their interpretation. It is argued that both the adjective and "-mente" are word-level morphemes rather than stem+affix, implying that MAs are compounds and raising the question of how MAs conform to compound typology, which is characterized relative to the interpretation of the compound. The types of compounds discussed by one researcher are summarized, and it is proposed that the interpretation of MAs is based on the thematic relationship between the base adjective and its external (or subject) argument, satisfied by the nominal "-mente." (MSE)

ED 291 234 FL 017 160

Klein-Andreu, Flora
Who Does What to Whom: Person and Case in Children's Utterances.
PUB DATE- Dec 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Linguistic Society of America (New York, NY, December 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Correlation; *Egocentrism; Form Classes (Languages); *Grammar; Language Processing; *Language Usage; Linguistic Theory; Sex Differences; *Speech Acts; *Verbs; Young Children
IDENTIFIERS- Referents (Linguistics)
A study of children's egocentrism in their use of person and case examined whether 7-year-olds would tend to cast themselves as subjects in sentences using the verbs "give, show, say, tell, and lend," and what role they might assign the hearer. In 85 utterances, the children (N=17), with an average age of 7.8 years, showed the expected tendency toward self-mention, with 93 direct references to self as verb arguments. Of the 42 verb arguments not related to the self, 38 percent were explicitly related to ego (e.g., my house, my mother). These findings suggest that the child's world is centered on himself first, and secondly on persons related to the child or things belonging to him or her. Examination of dative and accusative case usage found that the self never appeared as accusative and no accusative was animate, but of the accusatives and prepositional verb modifiers, almost a quarter were explicitly related to ego. Few references were made to the hearer. However, a significant sex difference in preferred case-role for ego emerged: boys tended to refer to themselves as subjects more often than as datives, while girls referred to themselves more frequently as datives than subjects. Gender preference was also found in mention of peers. Nine figures are included. (MSE)

ED 291 235 FL 017 162

Markey, William L., Comp.
French Studies: A Bibliography.
PUB DATE- 87
NOTE- 83p.
LANGUAGE- English; French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Area Studies; *Bibliographies; Book Reviews; Cultural Education; *Dictionaries; Doctoral Dissertations; Encyclopedias; European History; *French; *French Literature; Guides; Library Materials; Linguistics; Literary Criticism; Literary History; Newspapers; *Reference Materials; Research Methodology; Research Tools; Social Sciences; Teaching (Occupation); Translation
IDENTIFIERS- Comparative Literature

A bibliography of materials relating to French language and area studies includes citations of bibliographies, books, articles, and general and specialized reference materials in French and English in these categories: general reference guides; guides to French studies; style manuals; research methodology and handbooks; library resources; education and the professions; bibliographies of bibliographies; national bibliographies; comprehensive bibliographies; French literature bibliographies; bibliographies of dissertations; biography; literature dictionaries and encyclopedias; French literary history and criticism; comparative literature; translations; general encyclopedias and dictionaries; serials and periodicals; newspaper indexes; book reviews; dictionaries on French language, history and linguistics; and French civilization guides and bibliographies; French history; French social sciences; and the francophone world. (MSE)

ED 291 236 FL 017 163

Van Houten, Lori J.
The Role of Maternal Input in the Acquisition Process: The Communicative Strategies of Adolescent and Older Mothers with the Language Learning Children.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE- Oct 86
NOTE- 9p.; Research also funded by the MacArthur Foundation. Paper presented at the Annual Boston University Conference on Language Development (11th, Boston, MA, October 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Age Differences; *Child Language; Discourse Analysis; *Early Parenthood; Grammar; Interaction; *Language Acquisition; Longitudinal Studies; *Mothers; *Parent Influence; Pragmatics; Young Children
A longitudinal study of the language development of children of adolescent mothers followed 20 adolescent and 20 older mothers from their children's birth through three years of age. This report is based on data collected from a subsample of 20 mothers. Mother-child interactions in feeding, teaching, and play at eight months and two years were videotaped and transcribed, and the children's utterances were coded for grammatical complexity, discourse variables, and pragmatic variables. The results indicate significant differences between adolescent and older mothers, especially at eight months. At that stage, older mothers were more responsive to their infants and more likely to impute intentionality to their infants' noncommunicative behaviors, an activity linked to rate of acquisition. While the adolescent mothers appeared to enjoy interacting with their infants as evidenced by a high percentage of initiations and equal simultaneous interaction, they reacted to their children more concretely, rarely reading anything into their actions or verbalizations. Parallel trends were found at two years. There did not appear to be any significant difference in the children's general linguistic abilities at two years, but there were differences in standardized test scores at eight months, two years, and three years. (MSE)

ED 291 237 FL 017 164

Hyams, Nina
Core and Peripheral Grammar and the Acquisition of Inflection.
PUB DATE- Oct 86
NOTE- 16p.; Paper presented at the Annual Boston University Conference on Language Development (11th, Boston, MA, October 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Sign Language; Contrastive Linguistics; *English; *Grammar; Hebrew; Italian; *Language Acquisition; *Morphology (Languages); Polish; Russian; Serbocroatian; Structural Analysis (Linguistics); Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Markedness
The distinction between core and peripheral grammar made in government-binding theory sheds light on some questions concerning the acquisition of the inflectional morphology of different languages. The schedule for acquisition of the inflectional system may be determined not by the learning of particular affixes but by whether inflection is a core or peripheral property of the grammar being acquired. There is a striking difference between languages concerning this property. This would explain the early acquisition of the morpheme "-ing" in English but the relatively late acquisition of other inflectional morphemes in the somewhat impoverished inflectional system of English. It is the degree of deviation from the core grammar rather than the intuitive complexity of the data that accounts for the relative ease or difficulty of acquisition. The theory would also explain the phenomenon, occurring in languages with rich inflectional systems, of children's avoidance of zero morpheme affixation. Evidence of these processes also appears in such diverse languages as Polish, Italian, Serbo-Croatian, Russian, Hebrew, and American Sign Language. This view of markedness as peripheral in one language and part of the core grammar in another is unusual and should be further tested in other languages. (MSE)

DOCUMENT RESUME

ED 291 238 FL 017 165

Koster, Jan; Koster, Charlotte
The Acquisition of Bound and Free Anaphora.
PUB DATE- Oct 86
NOTE- 13p.; Paper presented at the Annual Boston University Conference on Language Development (11th, Boston, MA, October 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Foreign Countries; *Grammar; *Language Acquisition; *Language Processing; *Linguistic Theory; *Pronouns; Time Factors (Learning); Young Children
IDENTIFIERS- *Anaphora; Chomsky (Noam); Netherlands; Referents (Linguistics)
Most linguists assume that bound anaphors such as "himself" are connected with their antecedents in a different way from free anaphors such as "him." Bound anaphora resolution is deterministic, based on Principle A of Chomsky's binding theory. Free anaphors, pronominals, cannot be bound in the domain of reflexives (principle B); their interpretation is largely determined by non-grammatical factors. Thus, the resolution of bound and free anaphors exploits different modules of knowledge. Since different kinds of knowledge are involved, a reasonable expectation is that a different development can be found for the two kinds of anaphor resolution in language acquisition. To test this expectation, experimental studies investigated how Dutch children aged 4 to 10 interpret sentences involving reflexive and non-reflexive anaphors. The results showed a difference in the rates of acquisition for the two types of anaphors. This experimental finding is taken as support for the view that bound and free anaphora resolution involve different kinds of knowledge. (Author/MSE)

ED 291 239 FL 017 167

Andresen, Julie Tetel
Whitney and Bloomfield on American English.
PUB DATE- Dec 87
NOTE- 26p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Languages; Authors; Comparative Analysis; *Descriptive Linguistics; *Diachronic Linguistics; Dialects; Language Research; Language Role; Language Variation; *Linguistic Theory; *North American English; *Research Methodology; Sociolinguistics; Structural Linguistics
IDENTIFIERS- *Bloomfield (Leonard); Language Contact; *Whitney (William Dwight)
An examination of the place of American English in the research of William Dwight Whitney and Leonard Bloomfield focuses on the divergence of their approaches to language. A review of their works looks at the way in which Whitney's interest in American English complemented his other strong interests (the social and political setting for language and language change, languages in contact, and dialect variation) and the manner in which Bloomfield's corresponding lack of interest in American English led him away from these approaches and to more internal psychological and structural explanations for language and language change. The influence of works by Wilhelm Wundt and Franz Boas on early Bloomfield and their role in his shift away from the concerns of American English are discussed. (MSE)

ED 291 240 FL 017 168

Prirucka pro Vystehovani do Spojenyeh Statu = Resettlement Guide, Czech. A Guide for Refugees Resettling in the United States.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- 87
NOTE- 102p.; For related documents, see ED 289 369-372.
LANGUAGE- Czech
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Acculturation; Adjustment (to Environment); Compensation (Remuneration); *Cultural Context; *Daily Living Skills; *Employment; Expenditures; Interpersonal Communication; *Land Settlement; Legal Problems; Occupational Mobility; Politics; Public Education; *Refugees; Religion; *Social Services; Sociocultural Patterns
IDENTIFIERS- *Czechoslovakians

The resettlement guide, in Czech, describes the initial stage of resettlement and the processes that refugees undergo as new arrivals. The information is intended to prepare refugees for the first few weeks in an American community and to explain fundamental aspects of American life. An initial chapter outlines issues and procedures in pre-arrival arrangements, resettlement, and legal status, also explaining some common refugee misconceptions about their reception and status. Subsequent chapters describe aspects of employment in the United States (employment and benefit types, pay, getting a job, and job mobility), income and expenditures (budgeting, shopping, and banking services), education systems for children and adults, the American social, political, and religious system (including social services, the health care system, government and law, religion in American life, and church sponsorship), and daily living (personal communication, papers to carry, cars, alcohol, privacy, punctuality, personal habits, social conventions, money matters, and weights and measures). Notes on American holidays and special days and a list of voluntary agencies are contained in final chapters. (MSE)

ED 291 241 FL 017 169

Lindholm, Kathryn J.
Directory of Bilingual Immersion Programs: Two-Way Bilingual Education for Language Minority and Majority Students. Educational Report Series.
California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ER8
PUB DATE- 87
NOTE- 125p.
CONTRACT- 400-85-1010
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Bilingual Education Programs; Curriculum Development; Directories; Elementary Secondary Education; *Immersion Programs; Instructional Program Divisions; *Limited English Speaking; Media Adaptation; Preschool Education; Program Descriptions; Program Design; Staff Development; Student Recruitment
IDENTIFIERS- Program Objectives
The directory gives information on all preschool through high school bilingual immersion programs, also called two-way bilingual education programs, in the United States that have been identified as being in operation in 1987. The first section discusses the definition of and rationale for bilingual immersion education. The second section profiles each program, giving information on its context, contact person, program objectives, recruitment, staff and staff training, instructional design, instructional characteristics, curriculum and materials, and evaluation efforts and outcomes. The final section highlights important bilingual immersion issues that concern most programs, especially new ones such as recruitment, instructional practices, professional development, and evaluation outcomes. Fifty-three references are listed. (MSE)

ED 291 242 FL 017 170

Duran, Richard P.
Reasoning Skills of Language Minority Students. Educational Report Series.
California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ER9
PUB DATE- 87
NOTE- 12p.
CONTRACT- 400-85-1010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Bilingualism; *Cognitive Development; *Educational Experience; Educational Status Comparison; English (Second Language); *Limited English Speaking; *Logical Thinking; *Minority Groups; Second Language Instruction
IDENTIFIERS- *Schema Theory
Research on the comparative cognition and cognitive functioning of bilinguals is reviewed for insight into research needed to facilitate the development of reasoning skills in language minority students. Studies of formal reasoning among persons with limited schooling in Central Asia, West Africa, and Mexico are noted and discussed in the context of schema theory and parent educational background. Language minority students with little formal schooling in their own language are reported to have had difficulties in interpreting formal reasoning problems. The students often refuse to interpret problems as meaningful because the problems included persons, objects, and events that were not a part of their everyday life. Future research will address how language minority students' acquisition of schemata for language forms such as transition expressions may affect their ability to reason effectively in a second language. (MSE)

ED 291 243 FL 017 171

Snow, Marguerite Ann
Immersion Teacher Handbook. Educational Report Series.
California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ER10
PUB DATE- 87
NOTE- 59p.
CONTRACT- 400-85-1010
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); *Classroom Techniques; Elementary Education; Enrollment; *Immersion Programs; Information Sources; Instructional Materials; *Language Teachers; Program Administration; *Program Design; Program Development; Second Language Instruction; Student Evaluation; Teaching Methods
IDENTIFIERS- Content Area Teaching
The handbook is designed primarily as a preservice training guide for prospective immersion program teachers and secondarily as a resource for immersion program administrators and parents of prospective enrollees. It includes: (1) an overview of the immersion model, describing its historical context and key features and briefly reviewing research findings on variations of the model; (2) a discussion of instructional methodology, including strategies used in other second language programs that are relevant to immersion teaching; (3) examination of other important concerns in immersion program implementation, such as enrollment policies and articulation across grades and levels; (4) a summary of materials and assessment instruments used in well-established programs; (5) discussion of areas for continued examination and development; and (6) recommendations for further reading. (MSE)

ED 291 244 FL 017 172

McFerren, Margaret
Certification of Language Educators in the United States. Educational Report Series.
California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ER11
PUB DATE- 88
NOTE- 87p.
CONTRACT- 400-85-1010
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Bibliographies; Bilingual Education; Educational Trends; *English (Second Language); *Language Teachers; National Surveys; Second Language Instruction; *Teacher Certification; *Teacher Education; *Teacher Qualifications; Trend Analysis
Requirements for the certification of teachers of English as a second language, bilingual education, and foreign languages are examined in the context of the general national emphasis on reevaluating teacher education and certification programs and procedures in the United States. The report includes: (1) information on terms commonly used in reference to certification, the various certification models, recent trends and themes in teacher certification (notably, alternative certification and testing), and trends in teacher education; (2) state-by-state summaries of language teacher certification procedures; and (3) a chart showing specific key certification information for each state. A bibliography is also included. (MSE)

ED 291 245 FL 017 173

Pierce, Lorraine Valdez, Comp.
Cooperative Learning: Integrating Language and Content-Area Instruction. Teacher Resource Guide Series, Number 2.
National Clearinghouse for Bilingual Education, Wheaton, MD.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 26p.
CONTRACT- 300860069
AVAILABLE FROM- National Clearinghouse for Bilingual Education, 11501 Georgia Ave., Wheaton, MD 20907.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Class Activities; Classroom Environment; Cognitive Development; Concept Formation; Cooperation; Course Content; *Discovery Learning; Educational Strategies; Elementary Secondary Education; Instructional Materials; *Interdisciplinary Approach; *Learning Processes; Literacy; Science Instruction; Second Language Instruction; Teacher Student Relationship
IDENTIFIERS- *Content Area Teaching; *Cooperative Learning
Insights gained from experience and research on language minority students' academic success are reviewed as background for presentation of a curriculum that is bilingual and content-based and uses cooperative learning techniques. First, findings on three elements of success (interest and motivation, intelligence and development, and psychosocial access) are examined. The discussion then turns to providing students with access to learning opportunities, the process of concept development, the relationship between student and teacher, and development of cooperative work skills. Finally, the Finding Out/Descubrimiento Approach (developed by Edward A. De Avila, Sharon E. Duncan, and Cecilia J. Navarrete) is described and its curriculum is outlined. The approach provides an integrated language skills program for oral and written communication mastery in English and Spanish within a cooperative learning environment. It is used in grades 2 through 5, and is designed to meet the needs of students from diverse cultural, academic, and linguistic backgrounds by capitalizing on their natural interest in how the world works. The program consists of two phases: (1) introduction to social aspects of cooperative work, and (2) supervised content-learning activities. Organization of the classroom environment and appropriate learning materials are discussed, science and math activities drawn from the curriculum are listed, and several sample activities are outlined in detail. (MSE)

ED 291 246 FL 017 174

Pierce, Lorraine Valdez, Ed.
Language and Content-Area Instruction for Secondary LEP Students with Limited Formal Schooling: Language Arts and Social Studies. Teacher Resource Guide Series, Number 3.
National Clearinghouse for Bilingual Education, Wheaton, MD.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 27p.
CONTRACT- 300860069
AVAILABLE FROM- National Clearinghouse for Bilingual Education, 11501 Georgia Ave., Wheaton, MD 20907.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Class Activities; Curriculum Development; English (Second Language); Field Trips; *Language Arts; Language Experience Approach; Lesson Plans; *Limited English Speaking; *Literacy; Parent School Relationship; Reading Readiness; Secondary Education; Second Language Instruction; *Social Studies
IDENTIFIERS- Arlington Public Schools VA; *Content Area Teaching
A guide for teachers of nonliterate and semiliterate secondary school students with limited English proficiency (LEP) focuses on techniques for integrating language arts and social studies instruction. It gives basic information for developing learning activities for students with limited educational experience. This includes suggested objectives and strategies for communicating with parents, planning field trips, teaching reading readiness, managing the classroom, and preparing social studies activities. The guide's content was drawn from a high-intensity language program developed

for use in Arlington Public Schools (Virginia). The language arts curriculum on which the suggestions are based was developed from topics selected by special needs teachers as essential in content and skill development for beginning literacy LEP students. The reading series used is The Bank Street Readers. The social studies curriculum focuses on concept and thinking-skills development and acquisition of basic social studies vocabulary. (MSE)

ED 291 247 FL 017 175

Crandall, JoAnn; And Others
Integrating Language and Content Instruction for Language Minority Students. Teacher Resource Guide Series, Number 4.
National Clearinghouse for Bilingual Education, Wheaton, MD.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 18p.
CONTRACT- 300860069
AVAILABLE FROM- National Clearinghouse for Bilingual Education, 11501 Georgia Ave., Wheaton, MD 20907.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education; Elementary Secondary Education; Higher Education; *Interdisciplinary Approach; Lesson Plans; *Limited English Speaking; *Minority Groups; Program Development; *Second Language Instruction; Teaching Guides
IDENTIFIERS- *Content Area Teaching
The guide is designed to introduce teachers and administrators to approaches for combining language and content instruction in English as a second language, bilingual education, foreign language education, mainstream classes, and content area instruction, and to provide suggestions and resources for implementing the approaches. It describes an activity carried out in a class of limited-English-speakers, examines what is accomplished the activity, discusses the principles underlying the integration of language and content area instruction, and outlines three approaches: developing a single lesson, developing a unit in one academic area, and developing a content-based or sheltered English curriculum. Aspects of program acceptance and administration are discussed, potential problem areas are noted, and three sample lesson outlines are appended. A list of references is also supplied. (MSE)

ED 291 248 FL 017 176

Harley, Birgit; And Others
The Development of Bilingual Proficiency. Final Report. Volume I: The Nature of Language Proficiency, Volume II: Classroom Treatment, Volume III: Social Context and Age.
Ontario Inst. for Studies in Education, Toronto. Modern Language Centre.
PUB DATE- Apr 87
NOTE- 841p.
LANGUAGE- English
EDRS Price - MF05/PC34 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; Classroom Observation Techniques; *Classroom Techniques; Elementary Secondary Education; English (Second Language); Foreign Countries; French; *Immersion Programs; Instructional Effectiveness; Japanese; *Language Acquisition; Language Patterns; *Language Proficiency; Language Usage; Longitudinal Studies; Native Speakers; Portuguese; Program Effectiveness; Second Language Learning; Uncommonly Taught Languages; Urban Areas
IDENTIFIERS- *Ontario (Toronto)
The Development of Bilingual Proficiency is a large-scale, five-year research project begun in 1981. The final report contains three volumes, each concentrating on specific issues investigated in the research: (1) the nature of language proficiency, including second language lexical proficiency and the development and growth of metaphor comprehension in first and second languages; (2) the effect of classroom treatment of language proficiency, including a study of the Colt Observation Scheme, a core French observation study, an immersion observation study, and a classroom experiment in functional grammar in French immersion; and (3) the relevance of social context and age for language learning, including studies on the language use, attitudes and proficiency of Toronto Portuguese-Canadian children, development of bilingual proficiency and the transition from home to school in Portuguese-speaking children, the relationship of arrival age, residence length, and literacy skills among Japanese immigrant students, and the relationship between starting age and oral second language proficiency in three groups of classroom learners. Each volume contains a 20-page overview of the project and brief summaries of each individual study. (MSE)

ED 291 249 FL 017 177

Rhodes, Nancy C.; Oxford, Rebecca L.
A National Profile of Foreign Language Instruction at the Elementary and Secondary School Levels. Technical Report Series No. 6.
California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 97p.
CONTRACT- 400-85-1010
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Design; Demography; Elementary Secondary Education; Extracurricular Activities; *Financial Support; Inservice Teacher Education; Instructional Materials; Instructional Program Divisions; *Language Enrollment; *Language Teachers; National Surveys; Private Schools; *Program Design; Public Schools; Questionnaires; Scheduling; *Second Language Instruction; Teacher Qualifications

Results of a national survey of elementary and secondary school foreign language enrollments and programs are reported. The survey sought information on the number of schools offering foreign language instruction, language course enrollment, languages taught, program types, levels offered and hours per week (for secondary schools only), class scheduling (for elementary schools only), funding sources (elementary), curriculum guidelines, teaching materials, student participation in language-related activities, course sequencing, teacher qualifications and inservice training, and major problem areas. Questionnaires were completed by principals and foreign language teachers at 1,416 elementary schools and 1,349 secondary schools (with a response rate of 52%). The report both summarizes and expands on the information gathered on these topics, provides graphs of the data obtained, and includes the survey forms. It was found that foreign language instruction is currently being offered in just over one-fifth of the elementary schools and 87 percent of the secondary schools responding to the survey. The percentage of private elementary schools teaching foreign languages (34 percent) was just double that of public elementary schools, while only slightly more private than public secondary schools reported teaching foreign languages (93% compared to 85%). (MSE)

ED 291 250 FL 017 178

Hayes, A. S.; And Others
The Evaluation of Foreign Language Teaching.
Center for Applied Linguistics, Washington, D.C.
PUB DATE- Apr 67
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; *Course Organization; Curriculum Evaluation; *Evaluation Criteria; Evaluation Methods; *Instructional Effectiveness; Program Administration; *Program Effectiveness; *Second Language Instruction; *Teacher Evaluation; Teaching Methods

The development of a plan for language teaching evaluation and the first steps taken to implement it are reported. The plan, developed as a result of efforts to assist the Defense Language Institute in program evaluation, involves direct observation of language instruction in progress. Outside observers would assess the degree to which course design, program administration, and individual teaching performance conform to certain principles, policies, and procedures that have been demonstrated to play a role in successful language learning. The final evaluation would also draw on the observations of the students in class and the teachers themselves to the extent that those observations would also have been demonstrated to be relevant. The report outlines the formal steps of the evaluation plan and provides a more detailed discussion of the ways in which it extends standard evaluation procedures. Results of initial implementation at the 1965 National Defense Education Act (NDEA) Summer Institute for Teachers in Foreign Languages are also presented and discussed. Rating instructions and tabulated ratings are appended. (MSE)

ED 291 251 FL 017 179

Roberts, A. Hood
The System of Communication in the Language Sciences: Present and Future. LINCS Project Document Series. LINCS #19-69P.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 69
NOTE- 21p.; Paper presented at a Johns Hopkins University Conference on Communication among Scientists and Technologists (October 28-30, 1969).
GRANT- GN-771
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clearinghouses; *Communication Problems; Information Needs; *Information Networks; Information Science; Information Transfer; Interprofessional Relationship; *Linguistics; Program Design; Trend Analysis
IDENTIFIERS- *Language Information Network Clearinghouse System
A discussion of communication within the field of language sciences looks at the existing system of communication, noting some of the major problems and outlining some special and strategic problems facing those who design future information systems in this area. The report begins by describing the language sciences community and its communication patterns, and then focuses on existing information sources, developmental activities, and some problems of communication system design. The development and early results of the Language Information Network and Clearinghouse System, in existence for only two years at the time of writing, are discussed. (MSE)

ED 291 252 FL 017 180

Rosenfeld, Samuel A.; Sable, Jerome
Requirements for LINCS File Management System. LINCS Project Document Series. LINCS #8-69.
Center for Applied Linguistics, Washington, D.C.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jun 69
NOTE- 45p.; Best copy available. Some pages may not reproduce well.
GRANT- GN-771
AVAILABLE FROM- Clearinghouse for Federal Scientific and Technical Information, U.S. Department of Commerce, Springfield, VA 22151 (Order No. PB 186 472; $3.00 hardcopy, $2.65 microfiche).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Oriented Programs; *Databases; *Data Processing; *Information Needs; Information Networks; Information Science; *Information Systems; *Linguistics
IDENTIFIERS- *Language Information Network Clearinghouse System
The report discusses the file management requirements of a computer-based information storage and retrieval system for the Language Information Network and Clearinghouse System (LINCS). It discusses a hypothetical structure for the LINCS system, requirements of file management, long-range trends in data management technology of interest to the LINCS problem, and evaluation criteria applicable to LINCS. (MSE)

DOCUMENT RESUME

ED 291 253 FL 017 181

The LINCS Project: An Outline of Current Activities. LINCS Project Document Series. LINCS #7-69.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Sep 69
NOTE- 17p.
GRANT- GN-653; GN-771
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Oriented Programs; *Databases; *Information Needs; Information Networks; *Information Systems; *Linguistics; Program Descriptions; *Program Design; Publications
IDENTIFIERS- *Language Information Network Clearinghouse System

The Language Information Network and Clearinghouse System (LINCS) Project of the Center for Applied Linguistics was designed to be a formal, adaptive network of individuals and organizations whose objective is to facilitate the transfer of scientific information within the language science community. It is intended to improve on formal channels of communication within the field, including computerized information management and specialized information services and products. The report provides background information about the LINCS Project and describes its three projected phases (preliminary, program definition, and system acquisition), outlining their components and specific objectives. (MSE)

ED 291 254 FL 017 182

Lewitt, Philip Jay
Zen & the Art of Composition: A Comparison of Teaching Methods.
PUB DATE- Nov 86
NOTE- 10p.; Paper presented at the Japan Association of Language Teachers' International Conference on Language Teaching and Learning (Seirei Gakuen, Hamamatsu, Japan, November 22-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Buddhism; Classroom Techniques; Comparative Analysis; Correlation; *English (Second Language); *Religious Education; *Teaching Methods; Writing (Composition); *Writing Instruction; *Writing Processes
IDENTIFIERS- *Zen Buddhism
A perceived relationship between the teaching methods of traditional Zen Buddhism and those of process-based English composition is explored. It is noted that the four main processes of Zen teaching (meditation, physical work, personal interviews, and group lectures) focus on process, not product, as in process writing. Characteristics that Zen Buddhism instruction and writing instruction are found to have in common include knowing what not to say and when not to say it, and using correction only for those who are ready. It is also suggested that both Zen and writing are practiced not only for the self but for all. Meditation and physical work are compared to prewriting and writing. The writing conference is compared to the Zen conference, requiring preparation and careful listening to oneself. The group lecture, rarely used in Zen or in process-writing, is found in both disciplines to be reserved for occasions requiring the teacher to address a common problem. (MSE)

ED 291 255 FL 017 183

Garner, Lucia Caycedo; Rusch, Debbie
Warming Up to Communication II.
PUB DATE- Apr 86
NOTE- 7p.; Paper presented at the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Milwaukee, WI, April 3-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Classroom Communication; Classroom Techniques; Communication Skills; Drills (Practice); *Games; Reading Games; Second Language Instruction; *Student Motivation; Vocabulary Development
Eight classroom warm-up games for the second language class are described, and related assignments are suggested. The activities include a game based on a teacher's explanation for his late arrival in class, a number-guessing game, an exercise in describing characters played by the teacher, a group discussion of a reading selection using fragments of the text, identification of articles pulled from a rag bag, a blindfold game for placing numbers in sequence, a sentence pattern drill for reflexive and non-reflexive objects using a mirror, and a crime detection game. (MSE)

ED 291 256 FL 017 184

Language and Automation. An International Reference Publication. Number 4, Winter 1970.
Center for Applied Linguistics, Washington, D.C.
PUB DATE- 70
NOTE- 171p.; For the spring 1970 issue, see ED 039 532.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; *Applied Linguistics; Computational Linguistics; Computer Assisted Instruction; *Computer Oriented Programs; Computer Science; Humanities; Information Science; Information Sources; Linguistic Theory; Machine Translation; Publications; Social Sciences; *Technological Advancement

This issue of the journal contains citations of articles and other publications, many in translation, on aspects of information science of interest to the language field, including: linguistics and computation, mechanical translation, quantitative linguistics, computer science, information science, theoretical linguistics, languages, machine-assisted language learning, automation in the humanities and social sciences, language sciences, and related fields and applications. It also contains cumulative subject and author indexes for the journal's 1970 issues. (MSE)

ED 291 257 FL 017 185

Dolson, David P.
The Application of Immersion Education in the United States.
National Clearinghouse for Bilingual Education, Arlington, Va.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
REPORT NO.- ISBN-0-89763-114-5
PUB DATE- 85
NOTE- 36p.
CONTRACT- NIE-400-80-0040
AVAILABLE FROM- National Clearinghouse for Bilingual Education, 11501 Georgia Avenue, Wheaton, MD 20902.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Bilingual Education Programs; Comparative Analysis; Foreign Countries; *Immersion Programs; *Program Design; *Program Effectiveness; Program Evaluation; Second Language Instruction; Student Needs
IDENTIFIERS- *Canada
The characteristics of Canadian language immersion, bilingual education, and modified immersion programs are described, and their characteristics are compared with research findings on the characteristics of effective dual language programs. The information provided is intended to assist policymakers, educators, and community leaders in making informed decisions about language development programs. Several questions associated with bilingual and immersion education are addressed: What is immersion education?; What is bilingual education?; Under what conditions have immersion and bilingual education programs been effective?; What is the potential of modified immersion designs to meet the educational need of minority language students?; and Under what conditions is modified immersion education a viable alternative to bilingual education? A list of references is supplied. (MSE)

ED 291 258 FL 017 186

Nakayama, Mineharu; Enomoto, Noriko
Comprehension of Temporal Sentences by Japanese Children.
PUB DATE- 28 Dec 87

NOTE- 9p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Cognitive Processes; *Context Clues; Grammar; *Japanese; *Listening Comprehension; Responses; *Sentence Structure; Syntax; *Time Perspective; Young Children
IDENTIFIERS- Japanese People

A study investigated Japanese 3-to-5-year-olds' comprehension of sentences using the temporal terms "before" and "after" and examined whether contextual information helped the children respond correctly. The children were asked to perform a task with a toy either before or after performing another task with a different toy. Some children were provided with a choice of toy for the task (context) and others were not (no context). Results indicate that by five years, Japanese children know the meaning of temporal terms, a finding similar to that for English-speaking children. The results on contextual support suggest that contextual information was helpful in a methodological way, when the order of suggestion of the tasks matched the order of their supposed performance. This finding favors a processing rather than syntactic or semantic account of children's performance failures. (MSE)

ED 291 259 FL 017 187

Uber, Diane Ringer
Functional Theory and Spanish Plurals.
PUB DATE- Dec 87
NOTE- 8p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ambiguity; Cubans; Form Classes (Languages); *Linguistic Theory; Morphemes; *Morphology (Languages); Oral Language; *Phonology; *Plurals; *Spanish
IDENTIFIERS- *Gender (Language); Markedness
Deletion of final /s/ in the Spanish noun phrase (NP) involves the morphological problem of loss of plural markers. A study investigated nominal plural markers in the speech of 20 Cubans representing both sexes and various occupations, ages, educational levels, and geographic areas of the island. Results show very little difference between the rate of /s/ deletion for masculine and feminine NPs, contrasting with previous research findings. Very little redundant use of /s/ or concord within NPs was found, also contrasting with previous findings. A small percentage of NPs were ambiguous with respect to plurality, supporting earlier findings suggesting that context usually disambiguates. These findings support the functional theory, that languages tend to maintain elements containing semantically relevant information, only in a global sense. Claims of functional compensation within the phonology are not supported here, but some aspect of the context (morphological, syntactic, semantic, or pragmatic) generally disambiguates NPs that are phonologically ambiguous with respect to number. Remaining ambiguous NPs are tolerated and probably forgotten. (MSE)

ED 291 260 FL 017 188

Norrick, Neal R.
Semantic Resolution of Discourse Contradiction.
PUB DATE- Dec 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cantonese; *Conflict Resolution; *Discourse Analysis; French; German; Greek; Indonesian; Interpersonal Communication; Japanese; Korean; *Language Processing; *Language Universals; Malay; Mandarin Chinese; *Paradox; Portuguese; *Semantics; Spanish; Swedish; Thai; Uncommonly Taught Languages
A discussion of semantic interpretation argues that contradictions such as "Sue's both right and wrong" are assigned consistent propositional interpretations such as "Sue's partly right and partly wrong" by universal semantic principles, which obviates analysis via conversational maxims and implicatures. First, it is shown from investigation of inconsistencies in transcribed conversations that unintentional contradictions are resolved in repair sequences with three basic strategies: conversationalists modify one term to agree with another; they relativize both terms toward a synthesis; or they assign the contradictory terms to distinct frames of reference. Second, it is demonstrated that these strategies are used to interpret intentional contradictions, based on elicited paraphrases of written paradoxes. The three strategies were found to apply regardless of context and without significant variation for speakers of unrelated languages, suggesting that they represent universal semantic principles rather than pragmatic processing procedures. These principles refute the analysis of discourse contradiction in terms of maxims and implicatures. (Author/MSE)

ED 291 261 FL 017 189

Louden, Mark L.
Stable Bilingualism and Language Change in Plain Pennsylvania German.
PUB DATE- 28 Dec 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; Diachronic Linguistics; *German; *Language Maintenance; *Language Variation; *Regional Dialects; Sociolinguistics; *Syntax
IDENTIFIERS- Language Contact; *Pennsylvania Germans
The Pennsylvania German (PG) linguistic situation offers a unique insight into the mechanisms of language change, and specifically of syntactic change. Pennsylvania German consists of two primary varieties, (Plain (PPG) and Nonplain (NPG), a distinction based on the Anabaptist socioreligious affiliations of the former group that has produced two discrete sociolinguistic configurations. This configurational difference has linguistic consequences evident in the contact of both varieties with English. The PPG and NPG communities also differ in the degree to which English is functionally dominant over PG. In general, the PPG community shows stable bilingualism and language maintenance, while the NPG community is characterized by unstable bilingualism and language death. Three processes control the evolution of PPG away from NPG: preservation, convergence (change toward English), and innovation (change away from both NPG and English). These processes are evident in syntactic phenomena. (Author/MSE)

ED 291 262 FL 017 190

Hudson, David D.; Ratliffe, Sharon A.
A Developmental Approach to Speaking and Listening Skills in a Multi-Cultural Classrcom.
PUB DATE- 88
NOTE- 25p.; Appendixes are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; Communication Apprehension; *Communication Skills; Community Colleges; Course Descriptions; *English (Second Language); Expressive Language; Group Discussion; Instructional Effectiveness; Interpersonal Communication; Job Search Methods; *Listening Skills; Peer Evaluation; Problem Solving; Second Language Instruction; *Skill Development; *Speech Skills; Story Telling; Volunteers
IDENTIFIERS- *Golden West College CA
A course in English as a second language (ESL) offered at Golden West College located in Orange County, California is designed to help students from many ethnic backgrounds develop speaking and listening skills for success in school, social situations, and work. Students must be at the intermediate ESL level. Each unit of study consists of competency-based learning objectives, oral and written exercises, a skill demonstration assignment, and visits with native English-speaking community volunteers to practice listening and speaking in a conversational setting. Students develop skills in listening, speaking, and assessing their peers' progress. Units focus on getting started learning communication skills, conversation skills, skills for discussing opinions in small groups, skills for describing a process to an audience, problem-solving, storytelling, job searches, and participating in a planned meeting. The course has been well-received among students and volunteers and has provided students with individual attention while reducing communication apprehension. Further research on the course's effectiveness is planned. Appendixes provide course guidelines and sample course materials. (MSE)

ED 291 263 FL 017 191

Nagai, Noriko
Topic Construction in Japanese.
PUB DATE- Dec 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grammar; *Japanese; Phrase Structure; *Sentence Structure; Structural Analysis (Linguistics); *Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Topicalization (Language)
A discussion of Japanese topic construction argues that topicalization is merely an attachment of the topic particle "wa". It also proposes that other operations associated with this construction, such as movement and base-generation, are not specifically related to topicalization but can be explained in terms of more general rules of Japanese. It is suggested that the analysis offered is more adequate, covers a wider range of data, and proposes simpler rules of topicalization than previous research. (MSE)

ED 291 264 HE 020 999

Frand, Jason L.
The Microcomputerization of Business Schools. Part I: General Strategies, Lessons, and Issues. Part II: A Case Study of the UCLA Graduate School of Management.
California Univ., Los Angeles. Graduate School of Management.
SPONS. AGENCY- Hewlett-Packard Co. Foundation, Palo Alto, CA.; International Business Machines Corp., Armonk, N.Y.
PUB DATE- 87
NOTE- 76p.

AVAILABLE FROM- Information Systems Research Program, Anderson Graduate School of Management, UCLA, Los Angeles, CA 90024-1481 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrative Change; Budgeting; *Business Administration Education; College Faculty; Computer Assisted Instruction; Computer Oriented Programs; Computers; Computer Software; *Computer Uses in Education; Evaluation; Graduate Study; Higher Education; *Microcomputers; Models; *Planning; Teacher Attitudes
IDENTIFIERS- *Business Schools
Part I (General Strategies, Lessons and Issues) of this two-part analysis of the microcomputerization process describes strategies schools have followed in their microcomputerization efforts and the lessons and issues that have emerged. Part I covers the following: strategies for introducing microcomputers into the curriculum (the saturation, selective, individual supportive and departmental supportive models); general lessons (academic leadership, faculty comfort with computers, "real" cost of computerization, rate of computerization, and the "age myth"); strategic issues (lack of goals, evaluation, incentives and rewards, management leadership, campus relationships, and funding sources); operational issues (short-term planning, role of mainframes, equipment obsolescence and maintenance, staffing, and the budgetary process); and instructional issues (selection of courses to be integrated, faculty responsibility, teaching style and motivation, equipment barriers, courseware and software constraints, lack of data, courseware development support, and student in-class use of computers). Part II, a case study of the microcomputerization experience at the University of California at Los Angeles (UCLA) Graduate School of Management, covers the decision process, the social-technical environment, the hardware allocation process, curriculum integration, impact of the microcomputerization effort, and a projection of the school's computing environment in 1990. A budget analysis is appended. (KM)

ED 291 265 HE 021 014

Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty. Higher Education General Information Survey (HEGIS) machine-readable data file .
VSE Corp., Alexandria, VA.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- EF-000033
PUB DATE- 86
AVAILABLE FROM- U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Services (IS), Washington, DC 20208. Telephone: (800) 424-1616. (SAS file or SPSS-X file, $150).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Rank (Professional); Accrediting Agencies; *College Faculty; *Contract Salaries; Enrollment; *Fringe Benefits; *Full Time Faculty; Higher Education; National Surveys; Retirement Benefits; Statistical Surveys; Teacher Employment Benefits; Teacher Housing; *Teacher Salaries; *Tenured Faculty; Tuition Grants
IDENTIFIERS- Higher Education General Information Survey

The "Faculty Salary Survey" machine-readable data file (MRDF) is one component of the Higher Education General Information Survey (HEGIS). It contains data about salaries, tenure, and fringe benefits for full-time instructional faculty from over 3,000 institutions of higher education located in the United States and its outlying areas. From the file can be derived the total number of full-time faculty, the total salary outlays for them, and the total number with tenure. These data are collected annually by sex, faculty rank, length of contract (9-month or 12-month), and type of institution. Also recorded on an annual basis are data on fringe benefits (i.e., retirement plans, medical/dental plans, guaranteed disability plans, income protection plans, tuition plans, housing plans, social security taxes, unemployment compensation taxes, group life insurance, and workmen's compensation). This survey started with HEGIS-I in 1966 and through HEGIS-XIII (1978-79) was known as the Employees Survey. The 1972-73 and 1976-77 surveys also collected data on the number of part-time, full-time, and full-time equivalents of non-faculty employees (by manpower resource categories). The Privacy Act of 1974 forbids public dissemination of data on salary and fringe benefits for individuals and/or administrators. As a consequence, a suppression algorithm was used on data cells with fewer than three persons in order to create a public-use tape. Annual data files are currently available for years 1971-72 through 1985-86, but there is no file for 1983-84. Variables captured also include information on the name, affiliation, type,and control for each institution, race and sex of the student body, accreditation, highest level of offering, calendar system used, land grant status, enrollment, and city size. POPULATION: Higher education institutions (>3,000). RESPONDENTS:

Survey coordinators for higher education institutions. TYPE OF SURVEY: Census Survey; National Survey. FREQUENCY: Annual. YEAR OF FIRST DATA: 1966. (CDM)

ED 291 266 HE 021 041

Current Issues in University Education of Korea and Japan. Proceedings of the International Seminar (6th, Seoul, South Korea, July 7-8, 1987).
Korean Council for Univ. Education, Seoul (South Korea).
REPORT NO.- IS-87-1-5
PUB DATE- 87
NOTE- 160p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrative Policy; *College Administration; College Curriculum; College Faculty; *College Instruction; *College Role; *Cultural Influences; Educational Finance; Educational Technology; Enrollment; Foreign Countries; *Higher Education; Majors (Students); Microcomputers; Parent Student Relationship; Student Attitudes; Student Evaluation of Teacher Performance; Student Participation; Teaching Methods; Universities
IDENTIFIERS- *Japan; *Korea

Fourteen conference papers on university education in South Korea and Japan are presented in this document. The papers cover administrative, social, student, and teaching issues and are grouped into six sections based on the major themes of the seminar. The sections are as follows: (1) university administration and management, including "Some Reform Policies for Korean University Administration and Management" (Myong-won Suhr) and "Organization and Administration of Universities in Japan" (Soichi Iijima); (2) social functions of university, including "Changing Structure of Japanese Higher Education" (Ikuo Amano) and "Social Service Functions of the University: Focusing on the Opening of the University (Kyu-whan Lee); (3) student guidance in university, including "The Nature and Scope of Student Participation in Policy Making in Academic Government" (Hyoung-heang Lee) and "About Students Who Are Mentally Ill on Japanese Campuses" (Taizo Kato); (4) teaching functions of university and curriculum, including "Curriculum and Teaching at Japanese Universities" (Kazuyuki Kitamura) and "Problems and New Directions of University Curriculum in Korea" (In-jong You); (5) teaching methods and education technology for university, including "Problems of Teaching Methods in Korean Higher Education" (Choong-hoe Kim) and "Educational Technology for Improving University Teaching" (Takashi Sakamoto); and (6) research functions of university and graduate school, including "Japanese Higher Education and Its Problems" (Morikazu Ushiogi) and "Research Role of the University and Graduate Education" (Wan-kyoo Cho). Two papers are presented as a summary: "Summary and Discussions on Papers of Korean Speakers" (Joung-kyu Whang) and "Reform for Survival in Japanese Higher Education" (Toru Umakoshi). A profile of contributors and list of participants are also provided. (KM)

ED 291 267 HE 021 061

Martinsons, Barbara, Ed.
A Discourse on Ethics and the Corporate Workplace: Can Ethics Be Taught? Working Paper 2.
City Univ. of New York, N.Y. Center for Advanced Study in Education.; Corporate Council on the Liberal Arts, New York, NY.
PUB DATE- Oct 87
NOTE- 40p.; Transcripts from a seminar held by the Corporate Council on the Liberal Arts, in affiliation with the Center for Advanced Study in Education of the Graduate School and University Center of the City University of New York (New York, NY, June 1987). For Working Paper 1, see HE 021 062.
AVAILABLE FROM- Corporate Council on the Liberal Arts, Working Papers Series, 33 West 42 Street, Box 765, New York, NY 10036 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conferences; *Ethical Instruction; *Ethics; *General Education; Higher Education; Industrial Training; *Moral Values; Values Education
IDENTIFIERS- *City University of New York

This working paper is one in a series of policy statements on the relationship between liberal education and careers in business; it covers a seminar discussing ethics and the teaching of morality. Papers given by seven professionals in the corporate and academic world are included. After an introduction to the seminar and a statement on corporate ethics by Frank Staton, (President Emeritus, CBS Inc. and Chairman, Corporate Council on the Liberal Arts), other topics were covered: the importance of teaching values at the undergraduate level (John Chandler, President, Association of American Colleges), personal experiences teaching ethics (Joanne Ciulla, Visiting Scholar, The Wharton School of the University of Pennsylvania and author of "Honest Work"), the need for teaching ethics and obedience to the law in settings outside the classroom (Richard Manoff, President of Manoff International Inc., Director of the Thomas J. Lipton Company, and Chairman and CEO of Richard K. Manoff Inc.), personal obligation to ethical behavior (Ezra Bowen, Senior Writer, "Time Magazine"), description of the Ethics Resource Center in the District of Columbia (Gary Edwards, Executive Director, Ethics Resource Center), and how and where to teach ethics (J. Gregory Dees, Assistant Professor of Management, Yale University School of Organization and Management). (SM)

DOCUMENT RESUME

ED 291 268 HE 021 062

Gray, Hanna Holborn
Education as a Way of Reflecting on the Future. Working Paper 1.
City Univ. of New York, N.Y. Center for Advanced Study in Education.; Corporate Council on the Liberal Arts, New York, NY.
PUB DATE- 87
NOTE- 17p.; Paper presented at the symposium "Corporations at Risk: Liberal Learning and Private Enterprise" held by the Corporate Council on the Liberal Arts (Cambridge, MA, September 3, 1986).
AVAILABLE FROM- Corporate Council on the Liberal Arts, Working Papers Series, 33 West 42 Street, Box 765, New York, NY 10036 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Education; Education Work Relationship; *Futures (of Society); General Education; Higher Education; *Liberal Arts; Relevance (Education); Role of Education; *School Business Relationship; Seminars
This working paper is one in a series of policy statements on the relationship between liberal education and careers in business. In this presentation, the president of the University of Chicago suggests that the importance of understanding education, particularly liberal arts education, as a complex subject is critical in understanding the relationship between liberal learning and private enterprise. Education, corporations, and management have a complex relationship that must be understood in order to put liberal arts in the proper perspective for the future. All people have ideas and theories about education, but little emphasis is placed on specific and complex ways of looking at changes in institutions of higher education and their relationship to other institutions. When considering education, it is necessary to bring in other topics, since thinking about education is in many ways like thinking about the future, present, and past. Ideas about what constitutes a good education have changed over the years; a liberal arts education was championed by the Renaissance humanists, who opposed the "sterile academicians" of their time. Liberal arts must be shown to be currently relevant in ways that differ from the merely technical or professional training. A fuller, more detailed sense of context for developing and teaching liberal arts is necessary. (SM)

ED 291 269 HE 021 097

A Classification of Institutions of Higher Education. 1987 Edition.
Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.
REPORT NO.- ISBN-0-931050-26-X
PUB DATE- 87
NOTE- 145p.; Foreword by Ernest L. Boyer. For a related document, see ED 217 742.
AVAILABLE FROM- Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648 ($6.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Vocabularies/Classifications (134) Books (010)
DESCRIPTORS- Art Education; Business Education; Church Related Colleges; *Classification; *Colleges; Community Colleges; Doctoral Degrees; Engineering Education; Enrollment Rate; *Higher Education; *Institutional Characteristics; Law Schools; Liberal Arts; Medical Schools; Music Education; Nontraditional Education; Private Colleges; Professional Education; Research; Research Universities; Schools of Education; State Colleges; Statistical Studies; Technical Institutes; Theological Education; Two Year Colleges; *Universities
IDENTIFIERS- Comprehensive Universities

Statistics classifying American colleges and universities according to their educational functions and missions are included. Rather than creating a hierarchy, this information groups institutions by shared characteristics. Changes in higher education are portrayed, and a continued growth in institutions of higher education is noted. There are tables with enrollment data and definitions of institutions of higher education. Statistics are given for doctorate-granting institutions (research universities I and II and doctorate-granting colleges and universities I and II); comprehensive universities and colleges I and II; liberal arts colleges I and II; two-year community, junior, and technical colleges; and a variety of specialized institutions (religion and theology, medical schools, other health professions, engineering and technology, business and management, law schools, teachers colleges, corporate-sponsored colleges, art, music, and design). Information is provided on the state in which each institution is located and the status of the institution (public or private) as well as the number of schools in each state and enrollment data. A classification index of universities and colleges is provided. (SM)

ED 291 270 HE 021 104

Howard-Vital, Michelle R.
Black Women in Higher Education: Struggling To Gain Visibility.
PUB DATE- 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Black Students; *Black Teachers; College Faculty; *College Students; *Females; Higher Education; Research Needs; Scholarship; *Women Faculty

Recent research on black women in higher education is reviewed, and implications of the research are addressed. Topics include: historical trends in the education of black women, the experiences of black women as they pursue degrees, the stereotypic image of black women, the backgrounds of black women pursuing traditional and nontraditional careers, enrollment trends of black women in higher education, institutions' responses to the black movement and the women's movement, the role of professional black women in higher education, the percentage of black faculty at white institutions, the responsibilities of black faculty, and the status of black women administrators versus black male administrators. It is concluded that there is a need for more research and theoretical constructs by and about black women in higher education. It is suggested that there has been a lack of scholarly interest in the study of black women in higher education and research perspectives about this group have frequently been androcentric and/or ethnocentric. Twenty-eight references are cited. (SW)

ED 291 271 HE 021 107

Adams, Howard G.

Successfully Negotiating the Graduate School Process: A Guide for Minority Students.

National Consortium for Graduate Degrees for Minorities in Engineering, Inc., Notre Dame, IN.
PUB DATE- May 85
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- *Admission Criteria; American Indians; Assistantships; Black Students; Check Lists; *College Admission; College Applicants; College Choice; *College Entrance Examinations; *College Students; Degrees (Academic); Doctoral Programs; Fellowships; Graduate Students; *Graduate Study; Higher Education; Hispanic Americans; Mexican Americans; *Minority Groups; Puerto Ricans; Questionnaires; Self Evaluation (Individuals); Student Educational Objectives; Student Financial Aid

Intended for minority students (American Indians, Black Americans, Mexican Americans, and Puerto Ricans) who may be contemplating graduate study, this guide provides information in a question-and-answer format on the graduate admission process. The following topics are addressed: (1) who should consider a graduate degree (includes a self-assessment form); (2) time frame for planning; (3) advantages of graduate school; (4) academic standards; (5) evaluating institutions and programs; (6) obtaining information about universities; (7) types of degrees; (8) determination of costs and types and sources of financial aid; (9) the admissions process and how to apply (includes a calendar checklist); (10) admission criteria; (11) names, addresses and phone numbers for admissions examinations; and (12) letters of recommendation, personal interviews, application fees, writing a statement of purpose, and other aspects of admission and acceptance. A glossary of terms concerning graduate education is also provided. (KM)

ED 291 272 HE 021 108

Adams, Howard G.

Minority Participation in Graduate Education: An Action Plan. The Report of the National Invitational Forum on the Status of Minority Participation in Graduate Education (Washington, D.C., October 23, 1986).

National Consortium for Graduate Degrees for Minorities in Engineering, Inc., Notre Dame, IN.

PUB DATE- 23 Oct 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; American Indians; Black Students; College Administration; College Admission; *College Applicants; College Faculty; Departments; Doctoral Programs; Faculty Recruitment; *Graduate Students; *Graduate Study; Higher Education; Hispanic Americans; *Minority Groups; Research Needs; *School Holding Power; Student Financial Aid; *Student Recruitment

A one-day invitational forum was convened to gain some insight into factors that continue to impede the identification, recruitment, admission, retention and graduation of minority students in graduate education. The objectives of the forum were to review the current status and to formulate recommendations on this subject. Following a summary of the keynote address by Anne S. Pruitt and the comments of respondents, a discussion of exemplary programs is summarized. Several administrative, recruitment and admissions factors affecting admission and success in graduate programs are identified. The consensus arrived at by several task force discussion groups is reported, followed by some statistical data on declining minority participation in graduate study and factors affecting low minority participation which supported the groups' conclusions. Ten recommendations resulting from the forum, and steps for the implementation of each, are presented. Among these are the following: (1) designate a national organization as the agency to identify and disseminate information on graduate study and career opportunities for minorities; (2) each institution should sensitize graduate faculty to the need for mentoring among minority students; (3) institutions should reduce the heavy dependency of minority students on funding sources outside the university; (4) institutions should recruit minority faculty and administrators at all levels; and (5) further research on minority participation should be undertaken to address specific issues. A list of the forum participants and a description of the program of the National Consortium for Graduate Degrees for Minorities in Engineering are appended. (KM)

ED 291 273 HE 021 109

Adams, Howard G.
Tomorrow's Professorate: Insuring Minority Participation through Talent Development Today.
PUB DATE- 9 Jan 88
NOTE- 10p.; Paper presented at the Engineering Dean's Council Student Pipeline Workshop, American Society for Engineering Education (Washington, DC, January 7-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Admission Criteria; American Indians; Blacks; Black Students; College Faculty; College Students; Doctoral Degrees; *Doctoral Programs; Enrollment Trends; Faculty Recruitment; Graduate Students; *Graduate Study; Higher Education; Hispanic Americans; *Minority Groups; *School Holding Power; *Student Recruitment; *Teacher Supply and Demand
Two trends will impact the academic labor force through the rest of this century: approximately half of the existing professorial positions are held by persons within 15 years of retirement, and demographic projections are that by the year 2000, ethnic minority groups will constitute 30% of the national population. Underrepresented minority students may not be able to take full advantage of this favorable climate due to their continuing underrepresentation among annual Ph.D. recipients. Between 1980 and 1984, overall minority school enrollment declined 8.5%. In 1984, underrepresented minority students received only 5.5% of the Ph.D.'s awarded and were concentrated in education, social sciences, humanities and life sciences. If this situation is to be rectified, universities with degree-granting programs must play a large role in the identification, enrollment and preparation of minority graduate students. Seven steps for improving identification of minority graduate students are presented, including the increased involvement of minority undergraduates in university activities and the development of recruitment activities and materials targeted to minority students. Four steps for improving minority student admission procedures are presented, including the inclusion of minorities on the admissions committee and increased use of assistantships. Four steps are presented for increasing minority participation in academic life and thus enhancing their desire to choose college/university teaching as a career. These include more involvement with faculty members and in departmental activities and providing more opportunities for teaching/research assistantships and for presentation and publication of the work of minority students. The necessity for recruiting and developing minority faculty is also discussed. (KM)

ED 291 274 HE 021 111

The Alaska Student Loan Program: Program Description, Questions and Answers, Loan Statutes, Loan Regulations.
Alaska State Commission on Postsecondary Education, Juneau.
PUB DATE- Aug 87
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090) Reference Materials - General (130)
DESCRIPTORS- College Applicants; College Students; *Financial Aid Applicants; Higher Education; In State Students; *Loan Repayment; Postsecondary Education; Program Descriptions; State Aid; *State Legislation; State Programs; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Alaska

A summary is provided of Alaska's student loan program for postsecondary education. After a brief program descriptions giving the purposes and terms of the program, a question-and-answer section covers purposes and amount of loans, when application should be made, the application process, eligibility and repayments. A schedule of payments and interest for loans of varying sizes is provided. The text of the Alaska Student Loan Statutes and the Alaska Student Loan Regulations complete the booklet. (KM)

ED 291 275 HE 021 112

Flack, Bruce C.
Faculty Development Practices in Taiwan Higher Education.
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; College Curriculum; *College Faculty; College Instruction; *College Role; *Faculty Development; Foreign Countries; Graduate Study; Higher Education; Professional Continuing Education; Research Projects; Sabbatical Leaves; Teacher Effectiveness; Teacher Exchange Programs; Teacher Shortage; Teacher Supply and Demand
IDENTIFIERS- *Taiwan
The universities in Taiwan, in carrying out their missions of research, teaching, and public service, have made significant advances in improving the quality of their faculties. Both public and private universities have undertaken a variety of faculty development activities to help their faculties grow professionally and to remain vital. The major activities, often based on western models, have emphasized research needs, and in format are most often sabbatical leaves and grants to support either research or advanced graduate study. The universities' efforts in faculty development, with the support and encouragement of the Ministry of Education and the National Science Council, have helped the higher education system not only to improve educational services, but also to help better the nation's economic position and the quality of life for the Chinese people. (Author)

ED 291 276 HE 021 118

Zikopoulos, Marianthi, Ed.
Open Doors: 1986/87. Report on International Educational Exchange.
Institute of International Education, New York, N.Y.
SPONS. AGENCY- United States Information Agency, Washington, D. C.
REPORT NO.- ISBN-87206-163-9
PUB DATE- 87
NOTE- 202p.; Some tables contain small print. Shaded graphs may not reproduce clearly.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017 ($29.95).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; *College Students; English (Second Language); *Enrollment Trends; Females; Foreign Countries; *Foreign Students; Graduate Students; Higher Education; *International Educational Exchange; Majors (Students); Males; National Surveys; Noninstructional Student Costs; Student Characteristics; *Student Exchange Programs; Student Financial Aid; *Study Abroad; Undergraduate Students

The annual survey of all regionally accredited U.S. institutions of higher education provides aggregate data on the total number of foreign students in the United States, the number of students from a particular country, the distribution of foreign students among different fields of study, and the geographic distribution of foreign students within the United States. Statistical data are presented in tables in five sections: (1) the annual census of foreign students in the United States (overview, geographic origin, academic characteristics, personal characteristics, distribution by U.S. region and state, distribution in two-year and four-year institutions, distribution in public and private institutions, institutions with the most foreign students, and academic level breakdowns of foreign students); (2) cost-of-living expenditures by foreign students in the United States; (3) intensive English language programs; (4) U.S. study abroad (program types, host regions, countries, and fields of study); and (5) appendices (foreign student enrollment by institution, place of origin, fields of study, place of origin by region and subregion, states within U.S. region, response rate, survey materials, enrollment in intensive English language programs, and study-abroad students by institution). (KM)

ED 291 277 HE 021 119

Basic Facts on Study Abroad.
Council on International Educational Exchange, New York, N.Y.; Institute of International Education, New York, N.Y.; National Association for Foreign Student Affairs, Washington, D.C.
PUB DATE- 87
NOTE- 35p.
AVAILABLE FROM- IIE Publications Service, 809 United Nations Plaza, New York, NY 10017 ($35.00 for 100 copies).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Students; Foreign Countries; Graduate Students; Higher Education; High School Students; *International Programs; Overseas Employment; Program Descriptions; Secondary Education; Second Languages; Student Costs; Student Financial Aid; *Study Abroad; *Travel

This guide for students interested in studying abroad gives an overview of the factors to be considered and the choices to be made and provides references to sources of further information. The following topics are addressed: (1) planning (academic objectives, location, the third world, language proficiency, special laws, the disabled); (2) educational choices (secondary school programs, the "in-between" year, summer study, interim programs, options, undergraduate and graduate study, admission, medical study and teaching abroad); (3) finances (scholarships, work abroad, internships and trainee programs, and voluntary service projects); (4) travel and living (housing abroad; passports, visas and vaccinations; medical insurance; and arranging transportation); (5) study-abroad programs (Institute of International Education (IIE) and Council on International Education Exchange Programs (CIEE); and (6) bibliography (IIE, CIEE, and National Association of Foreign Student Affairs (NAFSA) publications, and general references). A checklist of planning activities concludes the booklet. (KM)

ED 291 278 HE 021 120

Howard, Edrice Marguerite, Ed.
Vacation Study Abroad.
Institute of International Education, New York, N.Y.
REPORT NO.- ISBN-87206-154-X
PUB DATE- 87
NOTE- 475p.; Introductory portions contain small print. Formerly published under the title "Summer Study Abroad."
AVAILABLE FROM- IIE Publications Service, 809 United Nations Plaza, New York, NY 1007 ($19.95).
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Students; *College Programs; College Students; Disabilities; Foreign Countries; Higher Education; Instructional Student Costs; Noninstructional Student Costs; Program Descriptions; Second Languages; Student Costs; Student Financial Aid; *Study Abroad; *Travel; Tuition; *Vacation Programs

This directory of vacation study-abroad programs provides brief descriptions of the programs offered by institutions around the world. An introductory section describes the organization of the listings (which provide program sponsor and name, location, dates, subjects, credit, eligibility, instruction, highlights, costs, housing, deadline, and contact). A section on planning for study abroad discusses: researching the options (language proficiency, geographic location, the third world, disabled students, and adult learners); educational choices (types of programs, sponsorship by consortia, direct enrollment, vacation study programs, internships, and voluntary service projects); finances (scholarships and work abroad); travel and living (laws and customs; accommodations; passports, visas and vaccinations; medical insurance and other health concerns; and transportation); and programs administered by the Institute of International Education (IIE). Program listings are divided into the following categories: worldwide; Africa, south of the Sahara; Asia and Oceania; Europe; Middle East and North Africa; and the Western Hemisphere. Two appendices provide a list of consortia and a summary of the U.S. study-abroad census. Two indexes, by sponsoring institution and by field of study, conclude the book. (KM)

ED 291 279 HE 021 124

Brill, Jay; Hartman, Rhona C.
Financial Aid for Students with Disabilities. 1987 Edition.
American Council on Education, Washington, DC. HEATH Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 9p.; Revision of a 1982 fact sheet originally prepared by Sue Bardelini and Rhona C. Hartman.
CONTRACT- 300-80-0857
GRANT- G0084C3501
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- *Accessibility (for Disabled); Agency Cooperation; *College Students; *Disabilities; Federal Aid; *Financial Aid Applicants; Higher Education; Information Sources; Money Management; Need Analysis (Student Financial Aid); Nonprofit Organizations; Parent Financial Contribution; Philanthropic Foundations; *Scholarships; State Aid; *Student Financial Aid; Vocational Rehabilitation
IDENTIFIERS- Disability Payments; Social Security Benefits
Information about how handicapped students can pay for postsecondary education and training is provided in this fact sheet for students, parents, and professionals who assist disabled students. The financial aid system is described, with attention to the application and disbursement process and federal financial aid programs. The family contribution, how to determine student need, and a financial aid package are explained, including technical words and phrases. Particular attention is given to expenses that are considered disability-related, including suggestions on how to include them in a budget. The role that the vocational rehabilitation system can play in providing financial support and other resources for disabled students are addressed, as is cooperation between vocational rehabilitation and campus financial aid offices. Additional sources of financial aid are also covered: Supplemental Security Income program; Social Security benefits; Talent Search, Educational Opportunity Centers, and Special Services for Disadvantaged Students programs; state programs; and private scholarships. Included are a list of organizations offering scholarships, selected annotated resources, and a pre-college financial checklist. (SW)

ED 291 280 HE 021 126

Forman, Susan Bardellini; Hartman, Rhona C.
Cost Effective Ideas for Serving Disabled Students on Campus. 1985-86 Edition.
American Council on Education, Washington, DC. HEATH Resource Center.
PUB DATE- 86
NOTE- 6p.; Fact sheet originally prepared in 1983 with assistance from Michael Zimmerman.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accessibility (for Disabled); *Ancillary School Services; Annotated Bibliographies; College Administration; *College Students; *Cost Effectiveness; Deaf Interpreting; *Disabilities; Hearing Impairments; Higher Education; Long Range Planning; Peer Counseling; Physical Disabilities; Program Effectiveness; *Sensory Aids; Visual Impairments
Cost effective approaches for providing services, modifications, and technological devices for disabled college students are discussed. Attention is directed to planning strategies, considerations for determining cost effectiveness, and a variety of ideas actually in use on U.S. campuses. It is noted that the key to cost effectiveness is long range planning. Questions are identified that should be asked about a new or continuing service, product, or device. Programs are described that illustrate specific practical ideas that have been successful and cost effective. Contact persons are listed with each idea. The programs concern: transportation, targeted fund raising, low technology aids, a way to summon help for quadriplegic individuals, peer counseling, attendant care, a vibrating alarm for hearing impaired students, wireless frequency modulated amplification, volunteer readers, and efficient use of readers and interpreters. An annotated bibliography of eight selected resources is also included. (SW)

ED 291 281 HE 021 144

Non-Credit Instructional Activities, January 1, 1987 through June 30, 1987, with Trend Information from 1983. State University of New York. Office of Institutional Research Report No. 20-88.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
PUB DATE- Feb 88
NOTE- 469p.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; College Instruction; *College Programs; Conferences; *Continuing Education; Extension Education; Financial Support; Higher Education; Institutes (Training Programs); Intellectual Disciplines; *Noncredit Courses; Seminars; *State Universities; Student Characteristics; Teacher Characteristics; *Workshops
IDENTIFIERS- *State University of New York

Information on noncredit instructional activities at the State University of New York (SUNY) is presented, based on the biannual Survey of Noncredit Instructional Activities. These noncredit instructional activities require registration of participants and have a range of formats (e.g., courses, workshops, seminars, conferences, institutes). The activities are typically organized and administered by offices of continuing education, community service, adult education, innovative studies, and extension services. Included are summary reports for July 1, 1987 through June 30, 1987 on the number of noncredit activities and registrations in six categories: subject area, target clientele, organizing unit, instructional type (e.g., workshop), faculty status, and funding source. In addition, trend reports summarize the number of noncredit activities and registrations for the six categories for 1983 through 1987. All noncredit courses offered at individual SUNY institutions are listed by subject area. Noncredit course system definitions are included, along with an explanation of codes used in the survey. The names and numbers of SUNY reports on noncredit offerings are also identified. (SW)

DOCUMENT RESUME

ED 291 282 HE 021 149

Access and Quality in Higher Education and Research. Can Ontario Afford To Support Both? Can Ontario Afford Not To?
Council of Ontario Universities, Toronto.
REPORT NO.- ISBN-0-88799-223-4
PUB DATE- Feb 88
NOTE- 28p.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Capital Outlay (for Fixed Assets); *Educational Quality; Enrollment Trends; Financial Policy; *Financial Support; Foreign Countries; Government School Relationship; *Higher Education; *Operating Expenses; Public Policy; Research; Resource Allocation
IDENTIFIERS- Canada; *Ontario

Funding of Ontario universities is addressed by the Council of Ontario Universities, including financial requirements of universities for 1988-1989, and the capital requirements for major repairs and renovations, alterations, deferred maintenance, and new construction. While the universities have requested an increase in base operating grants of 10.9% for 1988-1989, the government announced an increase of only 4.5%. Since 1977 university enrollment has grown by 23% and university research activity has increased by 30%. However, government operating grants have grown by only 2 percent in real terms. For fall 1988 there has been an increase of over 10% in students applying to college admission. To minimally maintain existing levels of service, Ontario universities need a 6.2% increase in funding for 1988-1989. Once enrollment levels are determined, special funding will also be needed to accommodate new applicants. In order to support the research enterprise, a further 1 percent increase in overall university funding to the research infrastructure is also recommended. A 20% improvement in university funding over a 5 year period is also proposed. (SW)

ED 291 283 HE 021 150

Engs, Ruth C.; Hanson, David J.
Nursing Students' Alcohol Knowledge and Drinking Behavior over Time.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Education; Alcoholic Beverages; *College Students; *Drinking; Higher Education; *Knowledge Level; *Nursing Education

The knowledge of alcohol and drinking behavior of collegiate nursing students was studied in 1982-1983 and 1984-1985. The questionnaire included demographic items, questions regarding the consumption of alcohol, 36 items tapping knowledge of alcohol, and 17 items concerning possible consequences of drinking. The 1982 sample consisted of 291 students at 72 four-year institutions, while the 1984 sample consisted of 170 students at the same institutions 2 years later. There were significant differences over time in responses to only three of the alcohol knowledge items. The findings indicate stability in the drinking patterns and problems of nursing students as well as in their alcohol knowledge. This suggests that greater efforts should be made to improve alcohol education at the collegiate level, especially in the preparation of nurses. Fifteen references are listed. (SW)

ED 291 284 HE 021 151

Gallin, Alice, Ed.
The Challenge of Catholicity.
Association of Catholic Colleges and Universities, Washington, D.C.
PUB DATE- 88
NOTE- 46p.
AVAILABLE FROM- Association of Catholic Colleges and Universities, One Dupont Circle, Suite 650, Washington, DC 20036 ($5.00 each, 1-9 copies; $4.50, 10 or more copies; prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Freedom; *Catholic Schools; *Church Related Colleges; *Church Role; College Role; Dissent; *Higher Education; Institutional Mission; *Religious Education

The character and mission of Catholic institutions of higher education are discussed in nine articles. Questions that are posed include: what issues of the Catholic tradition need to be further examined; what additional reading of the Vatican II texts are appropriate; how is one to understand the American context within which the Catolic mission is to be carried out; and how can Catholic colleges and universities respond to current challenges. Titles and authors are as follows: "Remarks on Behalf of the Ministry of Catholic Higher Education in America" (Francis J. Kerins); "Address to Leaders of Catholic Higher Education" (Pope John Paul II); "How Is the University Catholic?" (J. Patout Burns); "Some Dissent about Dissent within the Catholic Church in the Context of Catholic Universities" (Paul J. Goda); "Catholic Colleges Need Academic Freedom" (Quentin L. Quade); "The Need for Open Inquiry at Mount Saint Mary's" (Robert Ducharme); "American Pluralism and Catholic Identity in Higher Education" (Alice Gallin); "The American Catholic University: Pluralism and Identity" (Joseph A. O'Hare); and "Beyond Tolerance: Pluralism and Catholic Higher Education" (William M. Shea). (SW)

ED 291 285 HE 021 152

Wechsler, Harold, Ed.
The 1988 NEA Almanac of Higher Education.
National Education Association, Washington, D.C.
PUB DATE- 88
NOTE- 158p.
AVAILABLE FROM- National Education Association, 1201 16th St., N.W., Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; Aptitude Tests; Collective Bargaining; Community Colleges; Corporate Support; Court Litigation; Degrees (Academic); Educational Legislation; *Educational Trends; Endowment Funds; Enrollment Trends; Federal Legislation; Fellowships; *Higher Education; *National Organizations; Periodicals; Position Papers; Resource Allocation; *Teacher Associations; Teacher Salaries
IDENTIFIERS- *National Education Association
A statistical profile of higher education, a general review of developments during 1986-1987, and policy statements and activities of the National Education Association (NEA) are presented in this 1988 NEA Almanac. The statistical profile covers enrollment trends, degrees, faculty salaries, endowments, appropriations to community colleges, scores on the Scholastic Aptitude Test and the American College Testing assessments, and corporate gifts to education. Also addressed are: higher education legislation for 1986-1987, education provisions of the Tax Reform Act of 1986, 1987 Higher Education Technical Amendments, Supreme Court decisions for the 1986-1987 term, recent growth in higher education enrollment, and academic freedom and censured institutions. In addition to a selected bibliography of higher education books, information is provided on higher education journals, fellowship sources for faculty, and academic meetings. NEA policy statements on higher education are provided, as well as information concerning NEA membership and benefits, grant programs, the NEA higher education journal, the National Council for Higher Education, and NEA higher education bargaining units. (SW)

ED 291 286 HE 021 153

Running the Application Course: The Student Financial Aid Delivery Systems.
Eureka Project, Sacramento, CA.
PUB DATE- Nov 87
NOTE- 18p.; The Eureka Project is a privately organized, funded, and directed review of student aid policies in California. For related document, see HE 021 154.
AVAILABLE FROM- The Eureka Project, 428 J Street, Suite 400, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Federal Aid; *Financial Aid Applicants; *Financial Support; Grants; Higher Education; *Need Analysis (Student Financial Aid); *State Aid; State Federal Aid; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *California

Financial aid for students is now a complex educational industry, with expenditures in California reaching $1,500,000,000 in 1987 (including loans, grants, and jobs). This has grown from under $10,000,000 in the 1950s. As it became more important to study the policies involved in student financial aid, The Eureka Project was created. This privately run project reviews the development of California student financial aid, defines issues, and suggests future policy guides. Since students are active participants in the student aid delivery system, they need to understand how they participate. This booklet explains the application course and discusses when different information on recruitment and student aid is given to California high school students. It looks at such specifics as deadline dates and award announcements. There are explanations of the Cal Grant and Pell Grant programs, as well as specifics on what type of information is needed for application. Also noted are requirements for guaranteed student loans. (SM)

ED 291 287 HE 021 154

Briefly Speaking: An Introduction to Student Financial Aid in California for Policy Makers.
Eureka Project, Sacramento, CA.
PUB DATE- Nov 87
NOTE- 26p.; For a related document, see HE 021 153.
AVAILABLE FROM- The Eureka Project, 428 J Street, Suite 400, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage
PUB TYPE- Reference Materials - General (130) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Federal Aid; *Financial Aid Applicants; *Financial Support; Higher Education; *Need Analysis (Student Financial Aid); State Aid; State Federal Aid; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *California

Designed to help educational policy makers understand student financial aid in California, this booklet covers the importance of aid, how it has changed, current programs, need analysis, packaging, public and student views, graduate aid, and politics and problems of aid. As student financial aid became a larger and more complex educational industry, the necessity arose to review the policies around it and identify any problems. Thus, the privately organized and funded Eureka Project was started to review the development of student financial aid in California. Student financial aid for postsecondary education involves about $1,500,000,000 as of 1987, with about 10% of all California families participating in some way. The importance of this aid in helping independent colleges survive and helping low income and minority students get an education is discussed. Financial aid to students has grown significantly over the past 30 years, and aid now includes grants, scholarships, loans, and part-time employment. The federal Guaranteed Student Loan (GSL) program is the largest current program with the Pell Grant program the next largest source of federal aid. State funds are generally in the form of grants, including Cal Grants. The determination of needs is explained along with the different types of aid packages. The manner in which students and the public view student financial aid, os addressed, and political issues and various problems are considered. (SM)

ED 291 288 HE 021 155

Hill, Deborah J., Ed.
Innovative Approaches to Curriculum Design in the Study Abroad Program.
REPORT NO.- ISBN-0-936645-01-6
PUB DATE- 87
NOTE- 135p.
AVAILABLE FROM- Renaissance Publications, 7819 Barkwood Drive, Worthington, OH 43085 ($9.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; College Curriculum; College Second Language Programs; Cross Cultural Training; *Curriculum Design; Higher Education; Interdisciplinary Approach; Internship Programs; Leadership; *Liberal Arts; Library Materials; Nonverbal Communication; Resource Materials; School Business Relationship; Simulation; *Study Abroad; Values; Writing (Composition)
IDENTIFIERS- England; Michigan State University; Schreiner College TX; Spain; USSR

Recommendations for designing a study abroad curriculum are offered to program directors, teachers, and study abroad leaders. The 13 essays and their authors are: "Study Abroad and the Liberal Arts: The Canon in Disarray" (Michael Kline); "Preparing for Study Abroad: Innovative and Traditional Library Resources" (Carolyn Stephens); "Avoiding a U.S. Curriculum Transplant Abroad: The Ethnographic Project" (Ghislaine Geloin); "Adding Gestures and Nonverbal Communication to the Study Abroad Curriculum" (Monica Rector, Jurgen Heye); "An Academic Pilgrimage to the Twelfth Century: The Art of Simulation" (David Gitlitz, Linda Davidson); "American Readers and Writers in England" (Donald Vanouse); "Hog Butchery and Corporate Internships: Broadening the Idea of Foreign Study" (Aden W. Hayes); "Curriculum, the Private Sector, and Overseas Study" (Charles Gliozzo); "Short Term Innovative Study: A Two-Country Model" (June Torke Domoe); "The Classroom Abroad: Interdisciplinary Cross-Cultural Perspectives for the Adult Learner" (Roslyn Schindler, Martin Glaberman, Guerin Montilus, Francis Shor); "Designing Study Programs to the USSR" (Gregory Gleason); "The Teaching of U.S. Values in the Binational Center" (Gene Preston); and "Leadership Training in the Study Abroad Program: An Adventure in the Liberal Arts" (Glen Lich). (SW)

ED 291 289 HE 021 156

Virshup, Bernard
Do We Have To Know This for the Exam? A Guide to Coping in College.
REPORT NO.- ISBN-0-393-30391-8
PUB DATE- 87
NOTE- 288p.
AVAILABLE FROM- W. W. Norton & Company, Inc., 500 Fifth Avenue, New York, NY 10110 ($8.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Achievement Need; Adolescents; Anger; Anxiety; *College Students; *Coping; Depression (Psychology); Higher Education; *Interpersonal Competence; Listening Skills; Psychological Needs; *Self Concept; Sexuality; *Social Cognition; *Student Adjustment; Student Behavior; Student College Relationship; Student Needs; Young Adults

This guide for college students discusses the psychological adjustments of late adolescence and skills and techniques for coping and developing interpersonal skills. The book is comprised of the following topics: caring relationships, sex ("Let's Talk about Sex" by Jacqueline Kansky), listening, self-awareness, self-esteem, criticism, confidence, motivation, coping with bad feelings, anxiety, anger, depression, creative coping, and pathways (life and career choices). The benefits of keeping a journal are discussed in an appendix, and a second appendix provides a chart of Jungian personality types and characteristics frequently associated with each type among young people. An index is also provided. (KM)

ED 291 290 HE 021 157

Carbone, Robert F.
Fund Raisers of Academe.
Clearinghouse for Research on Fund Raising, College Park, MD.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Maryland Univ., College Park. Dept. of Education Policy, Planning, and Administration.; Maryland Univ., College Park. Inst. for Research in Higher and Adult Education.
PUB DATE- 87
NOTE- 25p.
AVAILABLE FROM- Clearinghouse for Research on Fund Raising, 3112 Benjamin Building, University of Maryland, College Park, MD 20742 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Career Development; College Administration; Educational Background; Educational Finance; Finance Occupations; *Fund Raising; Higher Education; *Institutional Advancement; Job Satisfaction; Occupational Aspiration; Occupational Mobility; Occupational Surveys; *Professional Development; Professional Training

This study was conducted to examine career development and professionalization in the fund-raising vocation in colleges and universities. A sample of 500 fund raisers was drawn from over 5,000 members of the Council for Advancement and Support of Education who say their primary responsibilities and interests are in fund-raising. A two-page questionnaire was sent to each, and 206 (a response rate of just over 40%) responded. The results included the following: (1) academic fund-raisers are predominantly middle-aged white men with a high level of educational attainment (a mean age of 40.5 years with 61% holding master's degrees and 23% doctoral degrees); (2) they are employed by relatively large institutions that offer both undergraduate and graduate study; (3) of the 204 reporting the number of years in their current position, only 16% have been in their current jobs for more than 5 years; (4) volunteer experiences were the major influence on the choice of fund raising as a career; (5) working in a development office was the single most important source of training in fund raising; and (6) upward mobility is more likely by moving to another institution. Suggestions are offered for the professionalization of the fund-raising field, and the meaning and implications of the results are discussed. (KM)

ED 291 291 HE 021 158

Jacobs, Lucy Cheser
University Faculty and Students' Opinions of Student Ratings. Indiana Studies in Higher Education No. 55.
Indiana Univ., Bloomington. Bureau of Evaluative Studies and Testing.
PUB DATE- Nov 87
NOTE- 19p.
AVAILABLE FROM- Bureau of Evaluative Studies and Testing, Indiana University, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *College Students; Course Evaluation; *Faculty Evaluation; Higher Education; Institutional Research; Instructional Improvement; Questionnaires; School Surveys; *Student Attitudes; *Student Evaluation of Teacher Performance; Student Reaction; *Teacher Attitudes; Teacher Effectiveness; Teacher Improvement
IDENTIFIERS- *Indiana University Bloomington
This study surveyed faculty and students of Indiana University to ascertain their attitudes toward the evaluation of faculty by means of student ratings. Questionnaires were mailed to 200 faculty members, and 510 students were surveyed in classes. Results included the following: (1) faculty expressed generally favorable attitudes toward the use of student ratings; (2) while faculty believe the ratings have helped them improve their teaching, they have reservations about their use in personnel decisions and would like to have a peer review system as well; (3) students say that they take faculty ratings seriously, a finding that conflicts with the perceptions of faculty; and (4) among the factors considered important by students were how much they learned in the course and the instructor's fairness, impartiality, organization, preparation, rapport with students and expertise in the field. It was concluded that student ratings are used appropriately at the university and that they represent an efficient source of data on teaching. Survey segments with responses are displayed in eight tables. (KM)

ED 291 292 HE 021 159

Dabney, Virginius
Virginia Commonwealth University: A Sesquicentennial History.
REPORT NO.- ISBN-0-8139-1138-9
PUB DATE- 87
NOTE- 429p.
AVAILABLE FROM- University Press of Virginia, Box 3608 University Station, Charlottesville, VA 22903 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- Administrators; College Administration; *Educational History; Higher Education; Medical Education; *Medical Schools; Mergers; Professional Education; *Public Colleges; State History; *State Universities
IDENTIFIERS- *Institutional History; Medical College of Virginia; Richmond Professional Institute VA; *Virginia Commonwealth University

The history of two institutions, the Medical College of Virginia and the Richmond Professional Institute, which came together in 1968 to form Virginia Commonwealth University (VCU), is presented. The Medical College of Virginia was established in 1838 (1988 marks VCU's 150th anniversary) as a branch of Hampden-Sydney College, but broke away in 1854 as a result of a bitter controversy between two medical factions. The Richmond Professional Institute, originally known as the Richmond School of Social Work and Public Health, was formed in 1917. The book has the following chapters: (1) in the beginning, (2) postbellum years and the battling doctors, (3) two rival medical schools, (4) the feuding schools unite, (5) the Sanger era begins, (6) the new hospital and the way, (7) the Sanger presidency ends, (8) the college under President Smith; (9) a magician at work in education, (10) Hibbs is succeeded by Oliver, (11) a university is born, (12) the Brandt and Temple presidencies, (13) President Ackell takes over, (14) progress in the eighties--east campus, (15) progress in the eighties--west campus, (16) President Ackell and the student press, (17) athletics at VCU, (18) a forward pace in academe, and (19) moving toward the bicentennial. Appendices list VCU winners of the following awards: Nobel Prize in medicine and physiology; Presidential Medallion; Wayne medal; Louise Obici annual award; Medical Society of Virginia (Robins) award; distinguished faculty award; Dean's award, school of medicine; distinguished service to medicine; Markle scholars; Fulbright scholars; Guggenheim fellows; American Council of Learned Societies fellowships; National Council for the Humanities residential fellowships; and National Endowment for the Arts individual fellowships. Lists of honorary degree recipients and rectors are also appended. A bibliography, an index, and 98 illustrations are provided. (KM)

ED 291 293 HE 021 160

Frand, Jason L.; And Others
Business School Computer Usage, Fourth Annual UCLA Survey.
California Univ., Los Angeles. Graduate School of Management.
SPONS. AGENCY- Digital Equipment Corp., Maynard, Mass.
PUB DATE- Sep 87
NOTE- 93p.
AVAILABLE FROM- Information Systems Research Program, Anderson Graduate School of Management, UCLA, Los Angeles, CA 90024-1481 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Administration Education; Computer Assisted Instruction; Computer Managed Instruction; Computer Oriented Programs; *Computer Software; *Computer Uses in Education; Higher Education; *Microcomputers; National Surveys; Programing Languages; School Surveys; Telecommunications
IDENTIFIERS- *Business Schools; Canada

The changing nature of the business school computing environment is monitored in a report whose purpose is to provide deans and other policy-makers with information to use in making allocation decisions and program plans. This survey focuses on resource allocations of 249 accredited U.S. business schools and 15 Canadian schools. A total of 128 schools completed the 13-page questionnaire, yielding a 48% response rate. The report is divided into nine sections: (1) introduction; (2) profile of surveyed schools (demographics, budgets); (3) computer resources (mainframes, minicomputers, and computing staff and services); (4) microcomputers (models and market penetration, microcomputer densities, acquisition and ownership, and portable systems); (5) communications (terminal and microcomputer communications, and local and wide area networks); (6) software (word processing, spreadsheets, database management systems, integrated and statistical packages, mathematical modeling, simulation, games, languages and graphics); (7) instruction and research (curriculum penetration, courseware sources, classroom electronic equipment, training, computer course and language requirements, and available databases); (8) administrative activities; and (9) summary and issues. The evidence supports the general impression that microcomputers have become a significant component in a school's resources; whereas 20% of schools had microcomputers 5 years ago, today the figure is 100%. Operational costs and computers support staff are important funding allocation issues. Data are presented in 17 tables and 10 figures. Three appendices comprising nearly half the document provide data on the schools and their mainframe/minicomputer and microcomputer equipment. (KM)

ED 291 294 HE 021 161

Schnell, James A.
Academic Chairpersons and the Management of Academic Departments in China.
PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; *College Faculty; *Department Heads; Departments; Faculty Mobility; Faculty Workload; Foreign Countries; Higher Education; Teacher Administrator Relationship; Teacher Employment Benefits; *Teacher Motivation; Teacher Role; Teaching Conditions
IDENTIFIERS- *China (Beijing)
The role of academic chairpersons in the management of academic departments in Beijing, The People's Republic of China, is described. After a brief overview of social and political changes in China since 1949, the college teaching profession in China is discussed in terms of workload, salary, living conditions, the lack of individual choice in career matters, and the teacher as role model. The selection and qualifications of academic chairpersons are described, followed by a discussion of college administrative structure and the role of the academic chairperson in faculty morale and motivation, which is seen as a primary problem. The lack of faculty mobility, the handling of unproductive faculty, and motivation and compensation of senior faculty are discussed within the context of motivation. Lack of faculty participation in academic decision-making is also discussed. Nine references are listed. (KM)

ED 291 295 HE 021 162

A Guide to Self-Study for Commission Evaluation.
North Central Association of Colleges and Schools, Chicago, IL. Commission on Institutions of Higher Education.
PUB DATE- 88
NOTE- 50p.; For related documents, see HE 021 163-165. Updates ED 274 249.
AVAILABLE FROM- North Central Association, 159 N. Dearborn, Chicago, IL 60601 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accreditation (Institutions); Administrative Organization; College Administration; *College Planning; Educational Finance; Educational Objectives; *Evaluation Criteria; Evaluation Methods; Higher Education; *Institutional Evaluation; Organizational Objectives; Resources; *Self Evaluation (Groups)

This guide is intended to assist institutions of higher education with the process of organizing, conducting, and reporting the result of their self-study in preparation for evaluation by the Commission on Institutions of Higher Education. The guide is divided into the following chapters: (1) self-study in accreditation (purposes and the Commission's expectations); (2) organizing, planning and conducting the self-study; (3) the evaluative criteria in the self-study process (includes suggested questions relating to the criteria); (4) reporting the self-study (including the purposes and structure of the report and institutional requirements and data forms); and (5) focused evaluations (report structure). An annotated list of resources for self-study, including resources from the Commission, 13 selected self-study reports, and other resources, is appended. An index of Commission policies and a list of Commission members and staff are also provided. (KM)

DOCUMENT RESUME

ED 291 296 HE 021 163

A Manual for the Evaluation Visit.
North Central Association of Colleges and Schools, Chicago, IL. Commission on Institutions of Higher Education.
PUB DATE- 88
NOTE- 70p.; For related documents, see HE 021 162-165. Updates ED 274 250.
AVAILABLE FROM- North Central Association, 159 N. Dearborn, Chicago, IL 60601 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accreditation (Institutions); Administrative Organization; College Administration; *College Planning; Evaluation Criteria; *Evaluation Methods; Higher Education; *Institutional Evaluation; Organizational Objectives; *School Visitation
IDENTIFIERS- *Site Visits

This manual is intended to guide institutions of higher education and evaluation teams through the evaluation visit by, and the subsequent processes of, the Commission on Institutions of Higher Education. The manual is divided into the following chapters: (1) institutional preparations for the visit (preparations that must be made beginning 2 years before the visit); (2) team preparations for the visit (including lines of communication, analysis of written materials, and the Commission staff); (3) conducting the evaluation visit (including evaluation team role, meetings and conferences, and the exit interview); (4) the team report (including structure, evaluation for affiliation, advice for institutional improvement, the team recommendation, and drafting of the report); (5) the review processes (institutional response, readers' panel, and review committee); (6) focused evaluations; and (7) special cases. Seven appendices provide the general institutional requirements and the evaluative criteria, a sample timeline, institutional materials, sample evaluation visit summary sheet, a planning checklist for the team chairperson, a sample title page for the team report, and a sample Statement of Affiliation Status (SAS) worksheet. An index of Commission policies and a list of Commission members and staff are also provided. (KM)

ED 291 297 HE 021 164

A Handbook of Accreditation.
North Central Association of Colleges and Schools, Chicago, IL. Commission on Institutions of Higher Education.
PUB DATE- 88
NOTE- 87p.; For related documents, see HE 021 162-165. Updates ED 274 251.
AVAILABLE FROM- North Central Association, 159 N. Dearborn, Chicago, IL 60601 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accreditation (Institutions); Administrative Organization; College Administration; College Planning; Educational Objectives; *Evaluation Criteria; *Evaluation Methods; Higher Education; *Institutional Evaluation; Organizational Objectives; Resources; *Self Evaluation (Groups)
IDENTIFIERS- Site Visits

An overview is presented of the accreditation process of the Commission on Institutions of Higher Education, along with a brief history of how that process has evolved. The handbook is divided into the following chapters: (1) introduction (meaning and purposes of accreditation, the evaluation of the Commission's evaluative principles, and the current mission, operations, services and personnel of the Commission); (2) affiliation with the Commission (types of affiliation, general institutional requirements, evaluative criteria, and obligations of affiliation); (3) statement of affiliation status; (4) the evaluation process (including self-study, the evaluation team, evaluation visit, reporting, and the review process); (5) ongoing monitoring called for by the Commission (reports, focused evaluations, and institutional annual reports); (6) institutional change (Commission policies and procedures that an institution must follow to seek approval of changes in its Statement of Affiliation Status); (7) sanctions (including probation, withdrawal of affiliation, reapplication and appeals); and (8) informing the public (how the affiliation of an institution is made known to the public). Seven appendices provide information on the Commission evaluation fee schedule, preliminary information form, rules of procedures, guidelines on contractual relationships, and guidelines of institutional good practice,(confidentiality, disclosure, etc.), and a list of Council on Postsecondary Accreditation (COPA) and the regional accrediting associations is also provided as well as an index of Commission policies and a list of Commission members and staff. (KM)

ED 291 298 HE 021 165

Accreditation of Postsecondary Institutions: An Overview.
North Central Association of Colleges and Schools, Chicago, IL. Commission on Institutions of Higher Education.
PUB DATE- Sep 87
NOTE- 21p.; For related documents, see HE 021 162-164.
AVAILABLE FROM- North Central Association, 159 N. Dearborn, Chicago, IL 60601 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accreditation (Institutions); *Agency Role; Evaluation Criteria; Evaluation Methods; *Higher Education; *Institutional Evaluation; Self Evaluation (Groups)

General information is given about the accreditation of postsecondary institutions by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. The pamphlet contains the following sections: (1) introduction which explains institutional and specialized accreditation; (2) the purpose of the North Central Association; (3) the Commission on Institutions of Higher Education (mission, personnel, forms of affiliation, the evaluation process, and obligations of affiliation; (4) answers to questions frequently asked of the Commission; (5) general institutional requirements; (6) evaluative criteria for accreditation; and (7) evaluative criteria for candidacy for accreditation. Publications available from the Commission are listed. (KM)

ED 291 299 HE 021 166

Zuiches, James J.; Vallely, Rebecca
Accounting for the Full Cost of Research. A Study of Indirect Costs.
Cornell Univ., Ithaca, N.Y.
PUB DATE- 87
NOTE- 59p.
AVAILABLE FROM- Cornell University, Office of the Vice President for Research and Advanced Studies, 312 Day Hall, Ithaca, NY 14853.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; Financial Needs; *Financial Support; Higher Education; Institutional Role; Private Colleges; *Program Costs; Public Colleges; *Research Administration; Research Opportunities; Research Problems; Research Projects
IDENTIFIERS- *Indirect Costs; *Sponsored Research
Faculty and administrative concern over the rising indirect cost rates at Cornell University (New York) precipitated this study, focusing on research funding and the expenses not easily identifiable with specific projects. Some of the questions addressed include: what are the costs, who pays for them, and which arrangements, policies, partnerships, and cooperative interactions among the stake holders are effective? A mail survey of the top 100 public and 34 private colleges and universities was undertaken to determine the full cost of a sample project including indirect costs and fringe benefits. The Cornell Institute for Social and Economic Research (CISER) checked responses and coded for analysis. Of the reporting 113 institutions, the average indirect cost rate was 48.4% of the modified total direct cost. The rate of recovery was found to be 24% of the complete research cost. When compared with governmental studies, the actual recovery appears to be about $78 million lower than former government estimates. Underrecovery of direct costs is concluded to be a major problem for universities, with only 35% of respondents having a carry forward provision to recover in future years any underrecovery. It is important that a sound collaborative effort between universities and government agencies be established to deal with this problem. Part 2 of this report contains survey results summary tables. (SM)

ED 291 300 HE 021 167

Brady, Peter J.
Control, Responsibility, Expected Liking and Performance on a Classroom Task.

PUB DATE- 87
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; College Instruction; Expectation; Higher Education; *Performance Factors; Student Behavior; Student Motivation; *Student Participation; *Student Responsibility; Student Role; *Teacher Student Relationship
IDENTIFIERS- *Control Perception; *Liking

In a study of whether more student control and responsibility in the classroom would cause them to feel more positive about a task and to like their co-workers better, 57 undergraduates were asked to complete an 8 statement questionnaire on how much control they would be willing to allow others working with them. They were placed in pairs with half of the participants expecting their partners to give them high control on the task and half expecting low control. The results indicate the students offering high control were liked more, though there was no main effect for responsibility. Also, when students had low responsibility, they preferred the other person more with high control than low control conditions. They had higher expectations of themselves when given high control. Students with more classroom control are concluded to become more involved, expect more of themselves, and like the instructor and other students better. Classes with no student control or responsibility may have very little student involvement, lower expectations from students, and less liking for one another and the instructor. (SM)

ED 291 301 HE 021 168

Pickens, William H.
The Infrastructure Needs of California Public Higher Education through the Year 2000.
California State Postsecondary Education Commission, Sacramento.
REPORT NO.- CPEC-87-39
PUB DATE- Oct 87
NOTE- 15p.; A presentation to the California Joint Legislature Budget Committee on October 14, 1987.
AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); Community Colleges; Construction Costs; *Cost Estimates; *Facility Improvement; *Higher Education; Private Financial Support; State Aid; *State Colleges; State Universities
IDENTIFIERS- *California; California Community Colleges; California State University; University of California

This report looks at the infrastructure (capital outlay) needs of higher education in California through the Year 2000, indicating the needs projected by segment (University of California, California State University, and community colleges); past funding; and options for accommodating increasing enrollments and meeting capital outlay needs. Estimates are close to $7.7 billion for capital construction, renovation, and repairs through the Year 2000, due to 12 years of funding instability, the increased demand for new facilities with the recent types of enrollment growth, and construction, renovation, and equipment funding of segmented offices. Without these funds, segments may not be able to handle all eligible students, instruction quality could decline, there may be health and safety problems, and the enormous state investment in the 135 public campuses may be threatened. The State needs to use many funding sources and options in order to meet the minimal infrastructure needs of higher education. Options include issues related to: increased utilization standards for classrooms and laboratories; year-round operations; expanded use of technology; use of off-campus centers; greater use of the independent sector; tax incentives for private contributions to capital projects; general fund support for maintenance of non-state funded space; encouraging lower-division students to attend the community colleges; and bond funding. The legislature must decide which methods to use to make private donations for various facilities more attractive to the institutions and the donors. (SM)

ED 291 302 HE 021 169

Gordon, Robert E.
A Graduate Dean Looks at Fund Raising.
PUB DATE- 2 Dec 87

NOTE- 8p.; Panel discussion paper from the Annual Meeting of the Council of Graduate Schools (27th, Washington, DC, December 2, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Corporate Support; Donors; *Fund Raising; Higher Education; *Institutional Advancement; Philanthropic Foundations; *Private Financial Support; Public Relations

Perspectives on institutional fund raising or resource development are offered by a graduate dean. The focus is funding provided by individuals, foundations, and corporations. It is suggested that this effort must be a total institutional effort organized by professionals and best conducted by an a mixture of resource development professional, plus those who will either lead, or benefit by, the specific activity for which support is sought. Controlling fund raising efforts from a central point prevents duplication of effort, insures that the institution establishes its own priorities and has only one proposal before each patron at any one time. After establishing priorities for graduate study, scholarship, and research, these priorities are translated into units of activity that may be funded or marketed by the fund raisers. Another important function is to demonstrate the relationship of what is done in scholarship and research to teaching. Lastly, a responsibility exists to report the importance and the impact of the activity on the institution to the donor. (SW)

ED 291 303 HE 021 170

South Carolina Commission on Higher Education Annual Report, 1986-1987.
South Carolina Commission on Higher Education, Columbia.
PUB DATE- 31 Dec 87
NOTE- 34p.
AVAILABLE FROM- South Carolina Commission on Higher Education, 1333 Main Street, Suite 650, Columbia, SC 29201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Black Students; Board of Education Role; Capital Outlay (for Fixed Assets); *College Desegregation; *College Programs; Educational Assessment; *Educational Finance; Education Courses; Engineering; Engineering Technology; Enrollment Trends; Expenditures; Government School Relationship; Higher Education; Program Evaluation; *Public Colleges; Resource Allocation; *State Boards of Education; *Student Financial Aid
IDENTIFIERS- *South Carolina

Activities of the South Carolina Commission on Higher Education during the 1986-1987 fiscal year are reported, with attention to: academic programs, student financial aid programs, the state higher education desegregation plan, licensing of nonpublic institutions, the Computer Advisory Committee, college facilities, state appropriations for specific colleges and universities, Commission expenditures by function, and capital funds provided by the state government for specific public colleges and universities. The major functions of the Commission are also briefly described. New degree and nondegree programs that were approved from July 1986 through June 1987 are identified by institution. The members of consultant teams that evaluated education programs and programs in engineering and engineering technologies are listed, and overviews of the consultants' findings are provided. Associate degree programs that were terminated and new programs that were approved are also identified. Information is provided on: types of student financial aid, goals of the state desegregation plan and the 1986-1987 budget for the plan, and enrollment of black undergraduates at public institutions. (SW)

ED 291 304 HE 021 171

Doctorate Recipients from United States Universities. Summary Report, 1986.
National Academy of Sciences - National Research Council, Washington, DC. Office of Scientific and Engineering Personnel.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.
PUB DATE- 87
NOTE- 93p.
CONTRACT- NSF-SRS-8517008
AVAILABLE FROM- Doctorate Records Project, Office of Scientific and Engineering Personnel, National Research Council, 2101 Constitution Avenue, N.W., Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Doctoral Degrees; Employment Patterns; Ethnic Groups; Females; Foreign Nationals; *Graduate Study; Higher Education; *Intellectual Disciplines; Majors (Students); Males; Marital Status; National Surveys; Occupational Aspiration; Place of Residence; Questionnaires; Racial Distribution; Specialization; *Student Characteristics; Student Educational Objectives; Student Financial Aid

A statistical and narrative summary of the results of the 1985-1986 Survey of Earned Doctorates is presented. Basic information, such as sex, field of study, institution, and year of Ph.D., is presented for all of the 31,770 doctorate recipients, while complete questionnaire data are included for 29,696 Ph.D. recipients. Research and applied-research doctorates in all fields are covered, excluding degrees such as the M.D., D.D.S, O.D., D.V.M., and J.D. Tables provide the following information for 1986: number of doctorate recipients by sex and subfield; number of doctorate recipients by citizenship, racial/ethnic group, and subfield; statistical profile of doctorate recipients by field of doctorate; sources of support in graduate school of doctorate recipients by sex and summary field; state of doctoral institution of doctorate recipients by sex and summary field; and statistical profile of doctorate recipients by racial/ethnic group and citizenship status. Also covered are: the number of doctorate recipients by subfield, 1976-1986; demographic trends of doctorate recipients in 30 selected fields, 1958-1986; and trends in postgraduation plans of doctorate recipients in 30 selected fields, 1958-1986. The questionnaire and specialties list are appended. Thirteen tables and ten figures are included. (SW)

ED 291 305 HE 021 172

Doctorate Recipients from United States Universities. Summary Report, 1985.
National Academy of Sciences - National Research Council, Washington, DC. Office of Scientific and Engineering Personnel.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.
PUB DATE- 86

NOTE- 76p.
CONTRACT- NSF-SRS-8517008
AVAILABLE FROM- Doctorate Research Project, Office of Scientific and Engineering Personnel, National Research Council, 2101 Constitution Avenue, N.W., Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Doctoral Degrees; Employment Patterns; Ethnic Groups; Females; Foreign Nationals; *Graduate Study; Higher Education; *Intellectual Disciplines; Majors (Students); Males; Marital Status; National Surveys; Occupational Aspiration; Place of Residence; Questionnaires; Racial Distribution; Specialization; *Student Characteristics; Student Educational Objectives; Student Financial Aid

A statistical and narrative summary of the results of the 1984-1985 Survey of Earned Doctorates is presented. Basic information, such as sex, field of study, institution, and year of Ph.D., is presented for all of the 31,201 doctorate recipients, while complete questionnaire data are included for 29,517 Ph.D. recipients. Research and applied-research doctorates in all fields are covered, excluding degrees such as the M.D., D.D.S, O.D., D.V.M., and J.D. Tables provide the following information for 1985: number of doctorate recipients by sex and subfield; number of doctorate recipients by citizenship, racial/etnnic group, and subfield; statistical profile of doctorate recipients by field of doctorate; sources of support in graduate school of doctorate recipients by sex and summary field; state of doctoral institution of doctorate recipients by sex and summary field; and statistical profile of doctorate recipients by racial/ethnic group and citizenship status. Information is also provided on the number of doctorate recipients by subfield, 1975-1985. Appended are foreign country groupings, the questionnaire, and specialties list. (SW)

ED 291 306 HE 021 173

Guaranteed Student Loans: Potential Default and Cost Reduction Options. Briefing Report to Congressional Requesters.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO-HRD-88-52BR
PUB DATE- Jan 88

NOTE- 31p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free, additional copies $2.00 each; 25% discount on orders for 100 or more copies mailed to a single address).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Banking; Change Strategies; College Role; *College Students; *Compliance (Legal); Credit (Finance); Eligibility; Government Role; Government School Relationship; Higher Education; *Loan Repayment; Program Administration; *Program Costs; Standards; *Student Loan Programs
IDENTIFIERS- Department of Education; *Guaranty Agencies; *Loan Default

Thirty options for reducing guaranteed student loan defaults and related federal costs are provided by the General Accounting Office (GAO). The options are presented by groups of program participants: students, schools, lenders, guaranty agencies, and the Department of Education. These options include: adopt GAO's past recommendation to increase the loan interest rate of borrowers who default; adopt GAO's past recommendation to require guaranty agencies to use the National Student Loan Data System to verify borrower eligibility; standardize policies for refunding tuition and fees to students who fail to complete enrollment periods; delay loan disbursements to students and schools for some period after classes begin; require that lenders share the default risk; strengthen enforcement of lender due diligence standards and assess penalties for noncompliance; increase guaranty agencies' default risk or restructure the way in which they share this risk; enforce the provision requiring that all guaranty agencies add reasonable collection costs to defaulters' debts; give the Department of Education stronger program sanctions against lenders and guaranty agencies; and adopt recommendations for continuing the Internal Revenue Service income tax refund offset program for defaulted student loans. (SW)

ED 291 307 HE 021 174

Osborne, David
Economic Competitiveness. The States Take the Lead.
Economic Policy Inst., Washington, DC.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.

REPORT NO.- ISBN-0-944826-00-8
PUB DATE- 87
NOTE- 88p.; Report taken from the author's book, "The Next Agenda: Lessons from the Laboratories of Democracy."
AVAILABLE FROM- Economic Policy Institute, 1730 Rhode Island Avenue, N.W., Suite 812, Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business; Case Studies; Competition; *Economic Development; Employer Employee Relationship; Exports; Financial Policy; *Government Role; Higher Education; Industry; Labor Economics; Labor Force Development; Low Income Groups; Policy Formation; *State Programs; *Technological Advancement; Technology Transfer
IDENTIFIERS- *Massachusetts; Michigan; *Pennsylvania
New economic strategies used by states are described, and case studies of the recent innovations in economic development policies of Massachusetts, Pennsylvania, and Michigan are presented. A number of programs in other states are briefly reviewed, and various models of state intervention are evaluated, along with the principles that underlie successful programs. Some questions raised by the economic activism of U.S. governors and state legislators are addressed. Lessons from the recent experimentation in state economic development policy are considered, along with the implications for federal policy of this expansion of state government's role in the economy. Appended are a glossary of acronyms and a chart that specifies types of competitiveness programs used in these three states. Specific programs are identified under the following categories: programs to stimulate technological innovation, capital programs, programs to help new and small businesses, technology transfer programs, labor-management cooperation programs, education and training programs, export programs, programs to bring the poor into the growth process, and the principles of effective economic development. (SW)

ED 291 308 HE 021 175

Looking to California's Pacific Neighborhood: Roles for Higher Education. A Report to the Governor and Legislature in Response to Assembly Concurrent Resolution 82 (1986).
California State Postsecondary Education Commission, Sacramento.
REPORT NO.- CPEC-87-24
PUB DATE- Jun 87
NOTE- 34p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Area Studies; *College Programs; College Second Language Programs; Communicative Competence (Languages); Educational Resources; Government School Relationship; Higher Education; *International Education; *International Educational Exchange; *Statewide Planning
IDENTIFIERS- *California; *Pacific Rim

Ten programs at California colleges and universities that focus on the Pacific Rim and Basin are discussed, along with the state's needs for additional activities regarding this area, and five statewide policy issues raised by three California Postsecondary Education Commission reports. The Pacific Rim includes those lands with actual coastline on the ocean or subsections of the ocean such as the South China Sea. Ten Pacific Rim programs in California higher education are described, including: the California International Studies Project, Oxnard World Trade Institute, Stanford International Development Education Committee, and the Monterey Institute of International Studies. Three reports of the Commission are reviewed in terms of the state's need for academic resources. Areas of need include: specialists in the Pacific Rim, interchange among scholars, changes in curricular programs, exchange programs and instruction abroad, exchange of information via improved computer systems, and a Pacific Rim studies center. Additional issues of concern include foreign language competence. Appended is the text of Assembly Concurrent Resolution 82 (1986) concerning international studies. (SW)

ED 291 309 HE 021 176

Supplemental Report on Academic Salaries, 1986-87. A Report to the Governor and Legislature in Response to Senate Concurrent Resolution No. 51 (1965) and Subsequent Postsecondary Salary Legislation.
California State Postsecondary Education Commission, Sacramento.

REPORT NO.- CPEC-87-36
PUB DATE- Sep 87
NOTE- 51p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Rank (Professional); Administrators; *College Faculty; *Community Colleges; Comparative Analysis; *Compensation (Remuneration); Higher Education; Medical School Faculty; Peer Institutions; Public Colleges; State Legislation; *State Universities; *Teacher Salaries
IDENTIFIERS- California Community Colleges; *California State University; *University of California

Salaries of faculty at the University of California, the California State University, and the California community colleges are reported and compared to those of peer institutions. Salaries of 18 campus-based administrators and between 10 and 12 central office administrators at the universities are also covered, along with comparison institution data for the campus-based positions. In addition, data on compensation received by faculty physicians at the University of California and its comparison institutions are presented. Average faculty salary data for 1986-1987 for the universities and comparison institutions are provided by academic rank, including 5-year percentage rate of change. Data are also provided for the California community colleges with the highest mean salaries among reported districts, as well as for the 10 lowest paying districts for 1977, 1979, 1981, 1983, 1985, and 1986. Cost of living adjustments granted to regular and contract community college faculty are also reported by district for 1984 to 1986. Appended is information on compensation plans for medical school clinical faculty. (SW)

DOCUMENT RESUME

ED 291 310 HE 021 177

Final Approval of San Diego State University's Proposal to Construct a North County Center. A Report to the Governor and Legislature Supplementing the Commission's February 1987 Conditional Approval of the Center.
California State Postsecondary Education Commission, Sacramento.
REPORT NO.- CPEC-87-40
PUB DATE- Nov 87
NOTE- 14p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Ancillary School Services; College Programs; Disadvantaged; Educational Planning; *Enrollment Projections; Higher Education; Master Plans; *Multicampus Colleges; Off Campus Facilities; *Satellite Facilities; *State Universities; *Upper Division Colleges
IDENTIFIERS- New Colleges; *San Diego State University CA

A plan to establish an upper-division and graduate off-campus center of San Diego State University in the City of San Marcos is presented to the California Postsecondary Education Commission. Attention is directed to: revised enrollment projections, an academic master plan, a student services plan, and a plan for serving disadvantaged students. The academic master plan calls for the introduction of 19 new degree programs between 1987 and 1998 in addition to the 8 currently offered in the leased facility. Enrollments are expected to grow from the current level of 500 full-time equivalent students in 1987-1988 to 1,700 in 1992-1993. The proposed programs provide a core curriculum plus other majors, such as education, business administration, and computer science. Full testing services will be offered as well as student orientation programs. Outreach and recruitment services for traditionally underrepresented groups in the area will be undertaken. Other services will include career development services, an educational opportunity program, services for disabled students, psychological services, and some student health services.

Steps are being taken to provide easy access to the site by automobile and public transportation. (SW)

ED 291 311 HE 021 178

California College-Going Rates, 1986 Update. The Tenth in a Series of Reports on New Freshmen Enrollment at California's Colleges and Universities by Recent Graduates of California High Schools.
California State Postsecondary Education Commission, Sacramento.
REPORT NO.- CPEC-87-38
PUB DATE- Sep 87
NOTE- 72p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *College Attendance; *College Bound Students; Community Colleges; *Enrollment Trends; Ethnic Groups; Females; Filipino Americans; *Geographic Distribution; Higher Education; High School Graduates; Hispanic Americans; Males; Minority Groups; Private Colleges; *Public Colleges; Racial Distribution; State Surveys; State Universities; White Students
IDENTIFIERS- *California

Trends in college-going rates in California since 1974 are reported for the three public segments of California higher education. Also considered are trends in enrollment by counties and changes in the ethnicity of first-time freshmen compared with that of high school graduates. Statewide college-going rates for high school graduates during 1974-1986 are presented for the University of California, the California State University, the California community colleges, and the private colleges. Enrollments are reported for six ethnic groups (Asian, Filipino, Hispanic, Black, American Indian, and White). The data indicate that the college-going rates for both the University of California and the California State University increased from fall 1985 to fall 1986 to their highest levels for the 13-year period. Community college and private college rates also increased between 1985 and 1986 but did not exceed rates for years in the late 1970s. Notable gains in representation of ethnic minorities continue to be made by Asian high school graduates, particularly in their enrollment as freshmen in the University of California and the California State University. (SW)

ED 291 312 HE 021 179

Major Gains and Losses. Part Two. A Staff Report on Shifts since 1976 in the Popularity of Various Academic Disciplines as Fields of Study at California's Public Universities. Commission Report 87-26.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Sep 87
NOTE- 110p.; For Part One, see ED 235 728.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Bachelors Degrees; College Programs; Degrees (Academic); *Doctoral Degrees; Enrollment Trends; Females; Foreign Students; Higher Education; Intellectual Disciplines; *Majors (Students); Males; *Masters Degrees; Minority Groups; Nontraditional Occupations; *State Universities; Student Characteristics; Trend Analysis
IDENTIFIERS- California; *California State University; *University of California

Degree trends in 21 general fields of study and selected majors within the fields are reported for the University of California and California State University. Included are: changes in the number of degrees awarded from 1976-1977 through 1985-1986; the numbers of degrees awarded and percentage changes in specific majors; and changes in men's and women's interests and the increase of women in historically male-dominated specialties and similar data for ethnic minority and foreign students. Detailed descriptions of changes in student degree patterns for 1976-1977 and 1980-1981 and for 1981-1982 and 1985-1986 are reported by discipline, sex, ethnicity, and resident status for both the public universities. Appended are detailed graphic displays for each 5-year period and information on gains and losses for each discipline for men and women, minority and majority students, and resident and foreign students. Findings include: from 1976 to 1985, the number of bachelor's and doctoral degrees increased by 3.5% and 4.7%, respectively, while the number of master's degrees declined by 5.7%; and enrollments shifted away from programs in the humanities, letters, and social sciences and into business, computer science, and engineering. (SW)

ED 291 313 HE 021 180

Institutional Reports on Pacific Rim Programs. Submissions by the California Community Colleges, the California State University, and the University of California in Response to Assembly Concurrent Resolution 82 (1986). Commission Report 87-25.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Jun 87
NOTE- 323p.; For a related document, see HE 021 175. Portions of attachments contain marginally legible print.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; *College Programs; College Role; College Second Language Programs; *Community Colleges; Cultural Education; Foreign Countries; *Geographic Regions; Higher Education; Information Systems; International Education; *International Educational Exchange; Resource Centers; Specialization; *State Universities; Study Abroad
IDENTIFIERS- *California; California Community Colleges; California State University; *Pacific Rim; University of California
Reports from the California State University, the University of California, and the California community colleges consider their roles in the Pacific Rim region. The Pacific Rim includes all lands with at least a portion of their coastlines fronting on the Pacific Ocean. Of concern are: the need for changes in program offerings and exchange programs, the need for Pacific Rim specialists, the need for exchanges between scholars, the need for computerized information exchanges, and the need for Pacific Rim centers. Major recommendations of the California State University concern: internationalization of the curriculum, language and culture, internationalization of the business curriculum, student internships in Pacific Rim countries, teacher preparation for instruction about the Pacific Rim, foreign students from the Pacific Rim, and international food and agricultural development. Included are: an inventory of University of California programs related to Pacific Rim countries; examples of Pacific Rim area courses in University of California disciplines other than language and area studies; and education abroad centers and programs being developed by the University of California. (SW)

ED 291 314 HE 021 181

Holt, Sharon Ann
The Association of Collegiate Alumnae, 1880-1912: Progressivism, College Women and the Problem of 'Woman's Nature'".
PUB DATE- Mar 86
NOTE- 20p.; Paper presented at the Annual Conference of the National Association of Women Deans, Administrators, and Counselors (Denver, CO, March 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Alumni; *College Graduates; *Educational History; *Females; Higher Education; *National Organizations; Sex Role; *Social Attitudes
IDENTIFIERS- *Association of Collegiate Alumnae
The history of the Association of Collegiate Alumnae (ACA) is examined. ACA is the parent organization of the American Association of University Women and the National Association of Women Deans and Counselors. ACA played a crucial bridging role in the history of higher education for women by simultaneously supporting conventional and radical ideas about "woman's nature." The organization was able to contain these seeming contradictions due to a deeply rooted commitment to Progressivism. Progressives shared a set of beliefs about morality, education, and government peculiar to the late nineteenth and early twentieth centuries. This combination of ideas encouraged and crucially shaped the work of the ACA. The demise of the ACA coincided with the serious erosion of the effectiveness of Progressive ideas. Members of the Association contributed through both their activities and their scholarship to a reassessment of the nature and proper social role of women, a reassessment which, though it finally split the ACA, could not have proceeded at all without the original combination of Progressive concerns. (Author/SW)

ED 291 315 HE 021 182

Schlachter, Gail Ann; Weber, R. David
Financial Aid for Veterans, Military Personnel, and Their Dependents, 1988-1989.
REPORT NO.- ISBN-0-918276-07-1
PUB DATE- 88
NOTE- 225p.
AVAILABLE FROM- Reference Service Press, 10 Twin Dolphin Drive, Suite B-308, Redwood City, CA 94065 ($32.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; *College Students; *Dependents; Donors; Eligibility; Federal Aid; Fellowships; Grants; Higher Education; *High School Students; Information Sources; Internship Programs; *Military Personnel; Private Financial Support; Program Descriptions; Scholarships; State Aid; *Student Financial Aid; Student Loan Programs; *Veterans
A directory of scholarships, fellowships, loans, awards, grants-in-aid, and internships designed for veterans, military personnel, and their dependents is presented. The aid programs cover applicants from high school to postdoctoral levels for programs involving research, travel, education, training, career development, or emergency situations. Each listing provides information on the purpose of the financial award, eligibility, amounts or range of funds offered, expenses to which funds may be applied, cash-related benefits supplied, period for which support is provided, number of recipients per year, the deadline, and the sponsoring agency address and telephone number. State sources of information on educational benefits for residents are identified by type of support (state financial aid and guaranteed student loan programs). An annotated listing of 75 key directories provides information on additional sources of financial aid. Included are indexes for program title, sponsoring agency, geographic location, subject, and calendar that enable the reader to locate particular financial aid programs or types of aid; programs sponsored by a particular agency; programs open to residents of a particular state, city, or county; and programs by subject area. (SW)

ED 291 316 HE 021 183

Schlachter, Gail Ann; Goldstein, Sandra E.
Directory of Financial Aids for Women, 1987-1988.
REPORT NO.- ISBN-0-918276-06-3
PUB DATE- 87
NOTE- 425p.
AVAILABLE FROM- Reference Service Press, 10 Twin Dolphin Drive, Suite B-308, Redwood City, CA 94065 ($39.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; *College Students; Donors; Eligibility; Federal Aid; Fellowships; *Females; Grants; Higher Education; *High School Students; Information Sources; Internship Programs; Private Financial Support; Program Descriptions; Scholarships; State Aid; *Student Financial Aid; Student Loan Programs

Information on financial aid programs for women is presented that covers scholarships, fellowships, loans, grants, awards, and internships. Profiles of programs reflect operations in 1987-1988. A total of 1,713 references/cross-references identify aid programs designed primarily or exclusively for women. Program sponsors include government, professional organizations, corporations, sororities/fraternities, foundations, religious groups, and educational associations. Women from high school through postdoctoral levels are eligible to apply for aid for educational, research, travel, training, career development, or innovative effort. The focus is on programs open to American citizens or tenable in the United States. State sources of information on educational benefits for residents are identified by type of support (state financial aid and guaranteed student loan programs). An annotated list of 75 key directories published in 1980 or later that both sexes can use to locate additional sources of financial aid is included, along with indexes of program title; eligibility by geographic location (city, state, county, country, or continent); subject; and filing date. (SW)

ED 291 317 HE 021 198

Bryant, Paul T.
Graduate Recruiting: New Wine in Old Bottles.

PUB DATE- Dec 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Council of Graduate Schools (Washington, DC, December 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Departments; Educational Responsibility; *Graduate Students; Graduate Study; Higher Education; Student College Relationship; *Student Recruitment

Perspectives concerning the recruitment of graduate students are offered, with attention to the size and resources of the department and the school, faculty involvement in recruitment efforts, pools of eligible prospects, and obligations to students. Factors affecting upper and lower limits to graduate enrollment are identified, including the number of faculty available for graduate advising. Graduate student recruiting should be coordinated through the graduate school office for a number of reasons, including the effectiveness of combining or coordinating recruitment efforts in closely related fields. General recruiting efforts must be supplemented by work at the departmental or program level. Faculty members can refer students to graduate departments at other schools and can tap potential graduate students from the pool of public school teachers, practicing professionals, and companies. Alumni are another recruitment resource; successful alumni from the program is a persuasive advocate. Applicant pools include undergraduates at the institution and from other institutions and professional groups outside the college. When a focus of recruitment is women, minorities, or foreign students, adequate services should be available to retain them. (SW)

ED 291 318 HE 021 199

Bess, James L.
Collegiality and Bureaucracy in the Modern University: The Influence of Information and Power on Decision Making Structures.
REPORT NO.- ISBN-0-8077-2868-3
PUB DATE- 88
NOTE- 197p.
AVAILABLE FROM- Teachers College Press, 1243 Amsterdam Avenue, New York, NY 10027 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Administration; College Faculty; *Decision Making; *Higher Education; Institutional Environment; Knowledge Level; *Organizational Climate; *Participative Decision Making; *Power Structure; Teacher Attitudes
IDENTIFIERS- *Collegiality

The abstract and complex nature of decision-making processes and structure in colleges and universities is discussed from the perspective of organizational behavior theory developed in the industrial sector. After an introductory discussion of the history of organizational problems in higher education, the two main sections of the book are presented, dealing respectively with (1) organizational influences on decision-making, and (2) individual perceptions of decision-making. Each part is self-contained. Part 1 covers several subsections: a framework for analysis; authority structures and vertical information flow, inter-unit coordination, power, and collegiality; and the dispersion of authority. Part 2 discusses the following: a framework for faculty as judges of decision-making effectiveness; the influence of organizational characteristics on faculty perceptions of administrator effectiveness; and the influence of personal characteristics on faculty perspectives of power and authority. A concluding section on institutional governance and individual responsibility notes that in contrast to some notions in the current literature on organization in academe, there is really only one decision-making structure, with different parts employed as the contingencies of organizational decision-making demand. The different parts are responses to pressures existing in all kinds of organizations. A sugject index is included, and 345 references are provided. (SM)

ED 291 319 HE 021 200

Lasser, Carol, Ed.
Educating Men and Women Together. Coeducation in a Changing World. Based on essays presented at the Oberlin College Sesquicentennial Coeducation Conference (Oberlin, Ohio, March 11-13, 1983).
REPORT NO.- ISBN-0-252-02346-8
PUB DATE- May 87
NOTE- 173p.
AVAILABLE FROM- University of Illinois Press, 54 East Gregory Drive, Champaign, IL 61820 ($18.95).
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Books (010) Collected Works - Proceedings (021)
DESCRIPTORS- Civil Rights; *Coeducation; *Educational History; *Equal Education; Essays; Higher Education; Males; Sex Bias; Sex Differences; *Single Sex Colleges; Social Change; *Womens Education
IDENTIFIERS- *Oberlin College OH

Twelve essays by contemporary scholars explore, from a historical perspective, the meaning of collegiate coeducation in the United States, including its value, utility, significance, and successes and failures in supplying equal education for both sexes. An introductory first section contains the essay "Coeducation in a Gender-Stratified Society" by Alice S. Rossi. Part two, on what a woman should learn, includes: "'Nothing Useless or Absurd or Fantastical': The Education of Women in the Early Republic" (Linda K. Kerber), and "From Republican Motherhood to Race Suicide: Arguments on the Higher Education of Women in the United States, 1820-1920" (Patricia A. Palmieri). Part three on creating the coeducational model at Oberlin College (Oberlin, Ohio) includes: "The 'Joint Education of the Sexes': Oberlin's Original Vision" (Lori D. Ginzberg); "The Oberlin Model and Its Impact on Other Colleges" (Barbara Miller Solomon); and "Coeducation or Women's Education: A Comparison of Alumnae from Two Colleges, 1934-79" (Janet Zollinger Giele). Gender, race, and discrimination are considered in part four containing: "The Classroom Climate: Still a Chilly One for Women" (Bernice Resnick Sandler); "College Men: Gender Roles in Transition" (Mirra Komarovsky); "How Equal is Equal Education: Race, Class, and Gender" (Margaret B. Wilkerson); and "The Issue of Sexual Preference on College Campuses: Retrospect and Prospect" (John D'Emilio). The final section on the future contains "New Consciousness, Old Institutions, and the Need for Reconciliation," by Catherine Stimpson. References follow each essay. An index is provided. (SM)

ED 291 320 HE 021 201

Wilbur, Franklin P.; And Others
School-College Partnerships--A Look at the Major National Models.
American Association for Higher Education, Washington, D.C.; National Association of Secondary School Principals, Reston, Va.; Syracuse Univ., N.Y.
REPORT NO.- ISBN-0-88210-206-0
PUB DATE- 88
NOTE- 65p.
AVAILABLE FROM- National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($6.50; 10-24 copies, 20% discount; 25-99 copies, 30% discount; 100 or more copies, 35% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Acceleration (Education); Advanced Placement; *Articulation (Education); *College School Cooperation; Consortia; Cooperative Programs; Disadvantaged; Educational Assessment; Educational Research; Faculty Development; *Gifted; Higher Education; *High Risk Students; Inservice Teacher Education; Minority Groups; Models; Questionnaires; School Business Relationship; Shared Resources and Services; *Teacher Improvement; Writing Improvement
Descriptions of school-college partnership efforts are presented, and 11 ways that schools and colleges can work together to benefit high school students are identified for school principals. The information was obtained in 1986 via the National Survey of School-College Partnerships, a copy of which is appended. Approximately 85 programs are described and high school and college contact persons are identified. The programs are grouped under the following categories: inservice education/faculty development/academic alliances; programs offering college-level instruction to precollege students; minority, disadvantaged, and "at-risk" students; gifted and talented students; articulation programs; research on teaching and learning; adopt-a-school; consortia; coordination of collaborative activities; national writing project; and miscellaneous cooperative programs. (SW)

ED 291 321 HE 021 202

Abraham, Ansley A., Jr.
Readiness for College: Should There Be Statewide Placement Standards?
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 87
NOTE- 26p.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street, N.W., 30318-5790 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Basic Skills; College English; *College Students; *Educational Testing; Geographic Regions; Higher Education; Mathematics Tests; Readiness; Reading Tests; Remedial Programs; *Screening Tests; *State Standards; *Student Placement; Writing Skills
IDENTIFIERS- *Southern Regional Education Board; United States (South)

Standards and assessments used by Southern Regional Education Board (SREB) states to place students in either regular college-level courses or remedial/developmental courses were investigated. Questionnaires were sent to 489 two-year and four-year institutions, of which 404 responded. Information was collected on the specific assessments (tests) used and the scores required to place students in either the regular or remedial/developmental courses. These data were compiled for each of the 15 SREB member states in the curricular areas of reading, writing, and mathematics. The SREB states used almost 100 tests in reading, writing, and mathematics for placement purposes. The average number of placement tests used per state in the region was eight in reading, eight in mathematics, and seven in writing. While 121 institutions used the Nelson Denny Reading Test, 72 used the American College Testing English Subtest. However, some individual tests were used by only one institution. Twelve of the 15 SREB states did not have official state policies to govern placement testing at the college level. Differences in low and high cut-off scores made it difficult to determine what, if any, consensus there might be for beginning degree-credit work. (SW)

ED 291 322 HE 021 203

Staff Report on Rising College Costs. Prepared for the Subcommittee on Postsecondary Education of the Committee on Education and Labor.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- Dec 87
NOTE- 37p.; Serial No. 100-S. Report was not officially adopted by the Committee on Education and Labor or the Subcommittee on Postsecondary Education and may not therefore necessarily reflected the views of its members.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Budgets; *College Attendance; College Students; Disadvantaged; *Financial Policy; Hearings; Higher Education; Local Government; Minority Groups; Noninstructional Student Costs; Private Colleges; Proprietary Schools; Public Colleges; *Public Policy; State Aid; *Student Costs; Student Financial Aid; *Tuition; Two Year Colleges

The rising cost of attending college is addressed in a staff summary of hearings held in 1987 by the House of Representatives. The report is endorsed by Augustus F. Hawkins, Chairman of the Committee on Education and Labor. Witnesses included higher education researchers, college presidents, and students. The difference between cost and price in higher education is addressed, along with reasons that college costs are rising faster than inflation. Data are provided on the national average cost of college: mean tuition/fees and total budgets for resident students living in institutional housing for 1964-1988 for public and private two-year and four-year institutions and for proprietary schools. Information is also provided on the contribution of state and local governments to public and private institutions. Changes in the Higher Education Price Index between 1960 and 1986 are documented. A majority of witnesses testified that the greatest factor affecting tuition increases reflected changes in student financial assistance policies at the federal, state, and institutional level. Many of the witnesses expressed concern for the impact higher tuition rates will have on students from minority or disadvantaged backgrounds. The testimony indicated that decisions by colleges to increase tuition appear to be in response to rising costs of operating the college. (SW)

ED 291 323 HE 021 204

Cilliers, H.; Muller, J. F.
Compendium of Evaluations of South African and Foreign Educational Qualifications.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0506-1
PUB DATE- 87
NOTE- 106p.
AVAILABLE FROM- Human Sciences Research Council, Private Bag X41, 0001 Pretoria, South Africa.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Comparative Education; *Degrees (Academic); Educational Background; *Educational Certificates; Foreign Countries; Foreign Students; Higher Education; *Standards
IDENTIFIERS- *Foreign Educational Credentials; *South Africa
Evaluations of educational qualifications for the Republic of South Africa (RSA) and 31 foreign countries are presented. Information is provided on criteria for evaluating educational qualifications and evaluation certificates and other services provided by the Centre for Evaluation of Educational Qualifications. Evaluations for each country indicate the equivalent certificate or standard in the RSA. Included, for each country, are data on school certificates; and craft tertiary, technician, university, and other types of training. In some cases university training is subdivided according to the degrees granted. For some countries, certificates offered by the armed services and specific educational institutions are covered, along with standards for specific subjects. (SW)

DOCUMENT RESUME

ED 291 324 HE 021 205

Whitley, Evangeline L.
Assessing Governance Alternatives for University-Owned Public Teaching Hospitals.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 88
NOTE- 41p.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street NW, Atlanta, GA 30318-5790 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; Allied Health Occupations Education; *Evaluation Methods; *Governance; Higher Education; Hospitals; Item Sampling; *Policy Formation; Program Evaluation; Teaching Hospitals
The governance options matrix is provided to offer a way for state and university policymakers to examine the functioning environments of specific university-owned public teaching hospitals. With it, they can consider the benefits and problems involved with different options for governance. The issues related to the environmental factors affecting teaching hospitals are discussed along with how the assessment of the governance options could affect a hospital's teaching, research, service, and operation. The matrix on governance options for university-owned public teaching hospitals was developed by a small task group specifically to help policymakers define the short- and long-term impact of various government models on the functions of the hospitals. It was made to identity important issues for consideration at the legislative, state, or institutional level. Sixteen questions the policymakers must consider are listed and discussed, and it is further noted that for each of these questions, three basic areas should be explored as a first step, i.e.: Does the issue affect the teaching hospital and its mission? How important is the issue? Would a change in the location of the decision alter the actual decision? With this matrix, all parties affected by or interested in the governance can provide input, and the objectivity of decision makers is increased. Areas affected by the governance structure include quality patient care services, enhanced education and research, and organizational administration. A copy of the matrix with instructions for its use is provided. (SM)

ED 291 325 HE 021 206

McPheeters, Harold L.
Costs and Funding of University Health Professions Programs.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 87
NOTE- 73p.
AVAILABLE FROM- Southern Regional Education Board, 502 Tenth Street NW, Atlanta, GA 30318-5790 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Allied Health Occupations Education; Clinics; *Educational Economics; *Educational Finance; Graduate Medical Education; *Health Occupations; Higher Education; Medical Research; Medical School Faculty; *Medical Schools; *Program Costs; State Aid; Teaching Hospitals
IDENTIFIERS- Southern Regional Education Board; United States (South)
Health professions education is a costly and complex aspect of higher education, and its components and functions are different from those of the rest of higher education. This report offers information on the various functions, costs, and funding sources of academic health centers. Because it is difficult for state health policy leaders to determine precise funding requirements, academic health center funding is often by lump sum appropriation with any decrements or increments fairly unrelated to the real work loads and costs. Therefore, policy leaders must understand the functions, costs, and funding involved in academic health centers. These centers are responsible for teaching, research, and service, and costs vary according to their emphasis. Cost and funding are affected by variations in the health professions schools. These variations include sponsorship, size, location, mission, and relationship with parent universities, clinical training sites, and clinical faculty. Points for policy leaders to consider in comparing costs and funding patterns between health professions schools include specific missions, patterns, and procedures of each school. This document includes a one-page account for the academic health centers/medical schools in each of the 15 Southern Regional Education Board states with information on history, location, objectives, sponsorship, and enrollment. (SM)

ED 291 326 HE 021 207

Theodossin, Ernest; Thomson, Craig
Performance Indicators: Theory and Practice. Coombe Lodge Report Volume 20, Number 1.
Further Education Staff Coll., Blagdon (England).
PUB DATE- 87
NOTE- 70p.
AVAILABLE FROM- Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG, England (5 pounds).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Accountability; College Students; National Surveys; Observation; Performance; *Performance Factors; Postsecondary Education; *Quality Control; Questionnaires; *School Business Relationship; Student Attitudes
IDENTIFIERS- England (Bristol)

Two papers on performance indicators are presented: (1) "Quality Control in Education: The Use of Performance Indicators," by Ernest Theodossin, and (2) "Developing and Using a Performance Indicator Instrument," by Theodossin and Craig Thomson. The first paper looks at the relationship between colleges and the manufacturing industry and service industries in terms of quality control and lists the activities involved in service industry quality control. Such a system for educational organizations requires an understanding of the perceptual differences between the client (students and employers) and provider (managers). Some of the performance indicators delineated are provider performance indicators of efficiency, client performance indicators of efficiency, provider performance indicators of effectiveness, and client performance indicators of effectiveness. The advantages and limitations of performance indicators are listed. The management accountability process involves gathering, analyzing, and interpreting data as well as obtaining more data and acting on it all. Managers must use performance indicators to note possible problem areas. The second report reviews a national survey of 2500 college students on client satisfaction. It analyzes the data from the Responsive College Programme in terms of creating a performance indicator instrument. Tables showing the statistics from the survey are included along with an appendix that provides a general description of the questionnaire. (SM)

ED 291 327 HE 021 219

Cass, James; Birnbaum, Max
Comparative Guide to American Colleges. For Students, Parents, and Counselors. Thirteenth Edition.
REPORT NO.- ISBN-0-06-463725-5
PUB DATE- 87
NOTE- 777p.
AVAILABLE FROM- Harper & Row, Publishers, Inc., 10 East 53rd Street, New York, NY 10022 ($15.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Books (010)
DESCRIPTORS- Admission Criteria; Church Related Colleges; *College Bound Students; *College Choice; College Entrance Examinations; *College Environment; Higher Education; *Institutional Characteristics; Majors (Students); Selective Colleges; *Student Characteristics; Tuition

A guide to U.S. colleges is presented for high school juniors and seniors, parents, and counselors. Information on each college includes full-time and part-time enrollments, the nature of the institution controlling the college, and the founding date. The description of the college covers admission, the academic environment, the nature of the student body, religious orientation of the school, and campus life. A selectivity index categorizes colleges according to the academic potential of the students and suggests the difficulty a student may have in being accepted by a particular college and the academic competition that the student will meet. For each college, data are provided on average scores on the Scholastic Aptitude Test and the American College Testing program. Information is also presented on: pursuits of graduates of each institution; the broad fields in which recent graduates have majored and the percentage of majors in each field; a list of each college that conferred degrees in specific major fields; the geographical, racial, and religious composition of the student body; and annual student costs. A state index for each college includes selectivity ratings, and a final index lists colleges by religious affiliation. (SW)

ED 291 328 HE 021 225

East, James R.
Teaching on Weekends and in Shopping Centers. A Guide for Colleges and Universities.
Indiana Univ.-Purdue Univ., Indianapolis.
PUB DATE- 88
NOTE- 179p.
AVAILABLE FROM- Indiana University-Purdue University at Indianapolis Bookstores, Campus Services Building No. 4, 1830 W. 16th Street, Indianapolis, IN 46202 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Programs; *Credit Courses; *Extension Education; Higher Education; School Business Relationship; *Weekend Programs
IDENTIFIERS- Canada; *Shopping Centers; United States
A directory of 233 weekend and 30 shopping center programs in the United States and Canada is presented, along with a general discussion of these types of programs and an annotated bibliography. The listing for each program includes: the institution's name, address, and contact person; the funding sources; the date the program was started; the name of the program; types of courses/degree programs; fall 1986 headcount enrollment; cost; and academic calendar. The general discussion covers the history of these types of programs; curriculum/degree programs offered; information on six model weekend programs and four shopping center programs; advantages of shopping center programs for students, retailers, colleges, and faculty; and marketing and promotion strategies. The annotated bibliography identifies approximately 90 articles, books, and reports relative to teaching on weekends and in shopping centers. A geographic listing of institutions and an institution index are included(SW)

ED 291 329 HE 021 226

Public and Private Sectors in Asian Higher Education Systems: Issues and Prospects. Reports from the International Seminar on Higher Education in Asia (3rd, Hiroshima, Japan, 1987).
Hiroshima Univ. (Japan). Research Inst. for Higher Education.
SPONS. AGENCY- Ministry of Education, Science, and Culture, Tokyo (Japan).; United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- Nov 87
NOTE- 110p.
AVAILABLE FROM- Research Institute for Higher Education, Hiroshima University, Higashisenda-machi, Naka-ku, Hiroshima City, Japan 730.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; *Educational Policy; Financial Support; Foreign Countries; Government School Relationship; *Higher Education; *Private Colleges; *Public Colleges
IDENTIFIERS- *Asia; China; Indonesia; *Japan; Korea; Philippines; Thailand

The roles of public and private sectors of higher education in Asia and relationships to national systems are explored in reports from the Third International Seminar on Higher Education in Asia. The focus was China, Indonesia, Korea, the Philippines, Japan, and Thailand. Patterns by which national systems of higher education are differentiated between public and private sectors are compared, and alternative forms of provision and support for higher education are examined. Policy implications for higher education in these Asian countries are also addressed. Seminar paper titles and authors are as follows: "Key-Note Report by the Research Institute for Higher Education" (Kazuyuki Kitamura); "Patterns of Public-Private Differentiation in Higher Education: An International Comparison" (Robert Geiger); "Public and Private Sectors in Japanese Higher Education" (Motohisa Kaneko); "Public and Private Sectors in Philippine Higher Education" (Andrew Gonzalez); "Past, Present, and Future Trends in the Public and Private Sectors of Korean Higher Education" (Kwan Lee); "Public and Private Sectors in Indonesian Higher Education" (Willi Toisuta); "Public and Private Sectors in Thai Higher Education" (Paitoon Sinlarat); and "Governance of Higher Education in the People's Republic of China" (Maoyuan Pan). (SW)

ED 291 330 HE 021 227

Ontario Universities Benefits Survey, 1987-88. Part I: Benefits Excluding Pensions.
University of Western Ontario, London.
SPONS. AGENCY- Council of Ontario Universities, Toronto.; Ontario Association of University Personnel Administrators, Toronto.; Ontario Confederation of University Faculty Associations, Toronto.
REPORT NO.- ISBN-0-88799-224-2
PUB DATE- 88
NOTE- 173p.; For related document, see HE 021 228.
AVAILABLE FROM- Council of Ontario Universities, 139 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Fringe Benefits; Health Insurance; Higher Education; *Insurance; Leaves of Absence; Program Administration; Sabbatical Leaves; School Personnel; *Teacher Employment Benefits; Universities
IDENTIFIERS- *Ontario

Results of the 1987-1988 survey of benefits, excluding pensions, for 17 Ontario, Canada, universities are presented. Information is provided on the following areas: administration and insurance plans, communication of benefits, proposed changes in benefits, provision of life and dismemberment insurance, maternity leave policy, Ontario health insurance, supplementary health insurance, long-term disability, sick leave entitlement, sick leave benefits continuance, long-term disability benefits continuance, life insurance, survivor benefits, dental plans, postretirement benefits, vacation entitlement, sabbatical leave policies, housing loan (mortgage) policies, free tuition policies, parking policies, access to athletic facilities, and daycare. The following universities are covered: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, McMaster University, Ontario Institute for Studies in Education, University of Ottawa, Queen's University, Ryerson, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. (SW)

ED 291 331 HE 021 228

Ontario Universities Benefits Survey, 1987-88. Part II: Pensions.
University of Western Ontario, London.
SPONS. AGENCY- Council of Ontario Universities, Toronto.; Ontario Association of University Personnel Administrators, Toronto.; Ontario Confederation of University Faculty Associations, Toronto.
REPORT NO.- ISBN-0-88799-225-0
PUB DATE- 88
NOTE- 51p.; For related document, see HE 021 227.
AVAILABLE FROM- Council of Ontario Universities, 139 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Comparative Analysis; Early Retirement; Eligibility; Foreign Countries; Higher Education; Program Administration; *Retirement Benefits; *Teacher Retirement; Universities
IDENTIFIERS- Annuities; *Ontario

Results of a 1987-1988 survey of pensions plans in 17 Ontario, Canada, universities are presented. Information is provided on: eligibility, the type of plan, member contributions, university contributions, benefits on normal retirement (at age 65) and on early retirement (at age 55), trustee, investment manager, and pension committee composition and status. There are nine defined benefit plans, seven money purchase plans with minimum guarantees, and one money purchase plan with no guarantees, although this plan does has a minimum guarantee for those who were age 45 and belonged to an old plan as of July 1970 and for staff who were full-time employees on May 1, 1974. Indexing and annuities are also covered, along with benefit provisions on termination of employment and on death. The following universities are surveyed: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, McMaster University, Ontario Institute for Studies in Education, University of Ottawa, Queen's University, Ryerson, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. (SW)

ED 291 332 HE 021 229

Reetz, Linda J.
Memory Strategies for College Students.
PUB DATE- 10 Nov 87
NOTE- 15p.; Paper presented at the National Conference on Student Success Courses (Orlando, FL, November 10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; *College Students; Higher Education; Learning Disabilities; *Learning Strategies; *Memorization; *Memory; Mnemonics; *Study Skills; Visualization
Seven memory strategies that can be taught to college students with learning disabilities or students who have not learned essential study skills are described: the method of loci, pegwords, keywords, rote rehearsal, chaining, clustering, and first letter mnemonics. To help college faculty provide direct instruction in the memory strategies, the introductory section presents an activity to facilitate the examination of their own memory strategies. Faculty could provide examples of memory strategies to help students memorize essential information in specific courses. It is suggested that a class period devoted to "how to learn" what is presented may be a new focus for college instructors in order to increase retention. (SW)

ED 291 333 HE 021 230

Coyle, Susan L.; Syverson, Peter D.
Doctorate Recipients from United States Universities. Summary Report, 1984.
National Academy of Sciences - National Research Council, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.
PUB DATE- 86
NOTE- 59p.
AVAILABLE FROM- Office of Scientific and Engineering Personnel, National Research Council, 2101 constitution Avenue, N.W., Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Doctoral Degrees; Employment Patterns; Ethnic Groups; Foreign Nationals; Graduate Study; Higher Education; *Intellectual Disciplines; Majors (Students); Marital Status; National Surveys; Occupational Aspiration; Place of Residence; Questionnaires; Racial Distribution; Sex Differences; *Specialization; Student Characteristics; Student Educational Objectives; Student Financial Aid

A statistical and narrative summary of the results of the 1983-1984 Survey of Earned Doctorates is presented. Basic information, such as sex, field, institution, and year of Ph.D., is presented for all of the 31,253 doctorate recipients; complete questionnaire data are included for the 29,713 Ph.D. recipients who responded to the questionnaire, while abbreviated records were compiled for the rest. Research and applied-research doctorates in all fields are covered, excluding such degrees as the M.D., D.D.S., O.D., D.V.M., and J.D. Baccalaureate sources of the doctorate recipients are identified, including the types of institutions they attended and the productivity of their institutions (e.g., sources by field, gender, and race). Tables include the following information: number of 1984 doctorate recipients by sex and subfield; number of 1984 doctorate recipients by citizenship, racial/ethnic group, and subfield; statistical profile of 1984 doctorate recipients by field of doctorate; sources of support in graduate school of 1984 doctorate recipients by sex and summary field; state of doctoral institution of 1984 doctorate recipients by sex and summary field; and statistical profile of 1984 doctorate recipients by racial/ethnic group and U.S. citizenship status. A questionnaire and specialties list are appended. (SW)

ED 291 334 HE 021 233

Diaz, Porfirio R.
Student Tuition Charges: Comparisons, Options, and Implications and An Appendix to Student Tuition Charges: Comparisons, Options, and Implications.
New Mexico Commission on Higher Education.
PUB DATE- Dec 87

NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Fees; *Financial Policy; Higher Education; National Norms; Needs Assessment; State Norms; State Surveys; *Student Costs; *Tuition
IDENTIFIERS- *New Mexico
National and state comparisons of tuition and fee charges, as well as various policy options presented to the New Mexico Commission on Higher Education, are provided. An introduction to tuition and fee calculation is followed by definitions of tuition, required student fees, and student residency status. A study of tuition and fees at New Mexico institutions is conducted annually by the New Mexico Commission on Higher Education, and these statistics are compared to national data. Policy options and implications are considered as they concern the determination of tuition levels. Major questions are: what share of the cost of education should students bear? What share of the cost of education should state/local appropriations bear? and How should the student share be calculated? Practices in other states are noted. A list of Carnegie Commission recommendations includes reevaluating tuition policy to gear it closer to actual costs of education by level of training, and modestly and gradually increasing tuition rates for public institutions. The impact of low tuition rates and price increases upon enrollment is considered, and a list of tuition options is presented. The attached appendix offers tables giving a historical perspective on resident and nonresident student tuition and required fees for public colleges in New Mexico and nationally. (SM)

ED 291 335 HE 021 234

University of Nevada System Enrollment Report Fall 1987.
Nevada Univ. System, Reno.
PUB DATE- Dec 87
NOTE- 23p.; Prepared by the Office of Academic Affairs.
AVAILABLE FROM- University of Nevada System, Board of Regents, 405 March Avenue, Reno, Nevada 89509.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- College Attendance; Community Colleges; Enrollment Influences; Enrollment Projections; Enrollment Rate; *Enrollment Trends; Full Time Equivalency; Full Time Students; Higher Education; Part Time Students; *Public Colleges; State Colleges; State Surveys; State Universities; Trend Analysis; Womens Education
IDENTIFIERS- *University of Nevada System

Information on the growth of student enrollment in the University of Nevada System (UNS), representing all of Nevada's public higher education, is presented. While the national higher education growth rate was only 1% from 1980 to 1985, Nevada showed a growth rate of 28.9% from 1981 to 1987. System statistics indicate a growth in part-time student enrollment, full-time equivalent (FTE) student enrollment, and female enrollment. In 1987, UNS served 53,187 students, with community colleges serving 28,785 students and the universities serving 24,402 students. There were 24,532 FTE students in the system with 8,442 FTE in community colleges and 16,090 FTE in the universities. Statistics indicate 90% of community college students are part-time, 51% of university students are part-time, and 71% of system students are part-time. The average age of UNS students is 27 years (25 for full-time and 30 for part-time students). In the fall of 1986, 84% of all students were white and 16% were minority. The 1987 statistics show 57% of UNS students are female. Other statistics indicate 51% of the full-time students are male, and 59% of the part-time students are female. Projections and trend analysis are discussed. Numerous tables, graphs, and statistics are included. (SM)

ED 291 336 HE 021 433

Annual Evaluation Report, Fiscal Year 1987. U.S. Department of Education.
Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 87
NOTE- 337p.; Four-page appendix may not reproduce well due to small print.
AVAILABLE FROM- U.S. Department of Education, Office of Planning, Budget, and Evaluation, Planning and Evaluation Service, 400 Maryland Avenue, S.W., Washington, DC 20202 (limited supply).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Bilingual Education; Contracts; Educational Research; *Elementary Secondary Education; Eligibility; Federal Aid; Federal Legislation; *Federal Programs; Libraries; Minority Groups; *Postsecondary Education; Program Administration; Program Descriptions; *Program Evaluation; Special Education; Student Financial Aid; Vocational Education
IDENTIFIERS- *Department of Education

A guide to 107 programs administered by the U.S. Department of Education, covering activities as of September 30, 1987, is represented in this 17th annual report to Congress. Program descriptions include: (1) program profiles (legislation, funding history, program purpose); (2) fiscal year (FY) 1987 departmental initiatives; (3) program information and analysis (e.g., population targeting, services, program administration, and outcomes), which emphasize evaluative findings for the first time to highlight management reforms and efforts to reduce program costs; (4) sources of information; (5) planned studies; and (6) contacts for further information. For some programs eligibility, improvement strategies, and subprograms are also described. The report foreword lists several departmental highlights. The report covers: 22 programs under the Office of Elementary and Secondary Education (e.g., Magnet Schools Assistance Program); 5 programs under the Office of Bilingual Education and Minority Language Affairs (e.g., Transition Program for Refugee Children); 29 programs under the Office of Special Education and Rehabilitative Services (e.g., Handicapped Regional Resource Centers Program); 7 programs under the Office of Vocational and Adult Education (e.g., Consumer and Homemaking Education); 30 programs under the Office of Postsecondary Education (e.g., Upward Bound); and 14 programs under the Office of Educational Research and Improvement (e.g., National Diffusion Newtork). The appendix lists evaluation contracts active in the Office of Planning, Budget, and Evaluation (OPBE) during FY 1987, including the funding amount, brief description, contractor and contract number, start and end dates, and OPBE project officers. An index to the 107 programs is also included. (LB)

ED 291 337 IR 013 000

Trends and Status of Computers in Schools: Use in Chapter 1 Programs and Use with Limited English Proficient Students. Staff Paper.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- 13 Mar 87
NOTE- 201p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education Programs; *Computer Assisted Instruction; Computer Managed Instruction; *Disadvantaged; Educational Technology; Elementary Secondary Education; English (Second Language); *Equal Education; *Federal Aid; *Limited English Speaking; Microcomputers; Private School Aid
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This examination of computer use in schools provides an overview of current trends, as well as detailed analyses of the use of computers in programs for disadvantaged learners funded by Chapter 1 of the Education Consolidation and Improvement Act of 1981, and programs for students with limited English proficiency. A summary of this report and a general overview of the trends and status of computers in American education are followed by an analysis of the use of technology by Chapter 1 programs. This analysis reviews early use of technology in such programs in both public and private schools and profiles their current use of computers. The analysis of technology use with students with limited English proficiency considers the current status of this population and describes ways in which technology (primarily the computer) is used in these programs. The implications of the findings of this study for federal policy are considered for both groups, and four areas that need attention to improve the use of educational technology are identified: (1) teacher training; (2) software development; (3) dissemination of information; and (4) evaluation and research. The text is supplemented with graphs and diagrams, and footnote citations are provided throughout the text. The primary sources of the data used are an Office of Technology Assessment (OTA) survey of Chapter 1 directors and national surveys conducted by Market Data Retrieval, Inc., Quality Education Data, Inc., and the National Survey of Instructional Uses of School Computers (Henry Becker, Johns Hopkins University). (EW)

ED 291 338 IR 013 126

Billings, Karen J.
An Evaluation Handbook for a Computer Education Program. Revised.
International Council for Computers in Education, Eugene, Oreg.
REPORT NO.- ISBN-0-924667-29-X
PUB DATE- 85
NOTE- 154p.; Developed as part of doctoral dissertation, Columbia University Teacher's College.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403-1923 (1-4 copies $14.00 per copy prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Administrators; *Computer Literacy; *Computer Science Education; Elementary Secondary Education; *Evaluation Methods; Inservice Teacher Education; Instructional Materials; Objectives; *Program Effectiveness; *Program Evaluation; Staff Development

This handbook is designed to provide teachers and administrators at the district and school level with a set of procedures for gathering information about the major components of a computer education program and for using the information to develop conclusions and recommendations regarding the components of the program. The four major components of the computer education program are identified as: (1) goals and objectives; (2) staff development; (3) instructional materials; and (4) student achievement. The first of the handbook's three major units focuses on planning the evaluation, and offers background information on both the evaluation process and the components of a computer education program; it also describes the evaluator's task and provides guidelines for setting up the evaluation process. The second unit, gathering the information, provides step-by-step procedures for determining what information is needed, how it will be gathered, and how to use the tools provided to collected the needed data. The final unit provides assistance in summarizing the data collected and using it to develop recommendations, as well as guidelines for reporting the results to the school or the district. It is noted that the handbook's procedures and tools are specifically designed to assist practitioners in looking at the use of computers in the new content area called "computer education," which may include computer instruction integrated into the curriculum or a set of computer courses such as computer literacy, data processing, or computer applications. References are provided at the end of each of the handbook's nine sections, and a glossary is included. (EW)

ED 291 339 IR 013 127

Peterson, Kenneth D.
Expert System Knowledge Base for a Computer Simulation of Judgments on Dossiers of School Teacher Performance.
PUB DATE- 15 Nov 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Simulation; Computer Software; Computer System Design; Data Analysis; Elementary Secondary Education; *Expert Systems; *Microcomputers; Performance Factors; *Teacher Evaluation; Teacher Promotion
IDENTIFIERS- Apple Macintosh; *Knowledge Bases
The expert system computer simulation detailed in this report is designed to investigate patterns of valuing in decision-making about dossiers of performance data used in teacher promotion evaluations. The knowledge base for the simulation consists of 111 questions organized into 117 rules. The questions and linked advice were derived from questionnaires completed by human judges of teacher dossiers, and the knowledge base is organized into sub-bases for five phases of dossier analysis: (1) preliminary screening; (2) analysis of nine individual data sources; (3) determination of data safety; (4) promotion decisions; and (5) comparison of two dossiers. This report lists the questions and rules for each of the nine individual data sources: (1) student achievement; (2) administrator reports; (3) other or unique data; (4) parent surveys; (5) peer reviews of materials; (6) professional activities; (7) student surveys; (8) systematic observations; and (9) teacher tests. It is noted that two judgments may be derived from the application of this system--to promote or to deny promotion, and the ranking of dossiers. The expert shell system used in this simulation design was MacSMARTS, and it was used on an Apple Macintosh microcomputer. (EW)

ED 291 340 IR 013 128

Karrer, Urs
In Search for Quality Enhancement Factors: An Exploration of Production Systems for Quality Courseware Development. Report of an Informative Trip through the U.S.A. in Spring, 1987.
PUB DATE- 23 Jul 87
NOTE- 101p.; Doctoral Dissertation, University of Zurich.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Instruction; *Courseware; *Instructional Design; Microcomputers; Programing; *Quality Control; *Systems Analysis
IDENTIFIERS- Product Development; *Software Engineering; United States

Arguing that the production system for computer courseware has a strong impact on quality courseware development, this report offers an introduction into the relationships between instructional system design and software engineering, and investigates courseware quality as a means of identifying quality enhancement factors that can make the difference between high and low quality courseware. Background information covering the focus, approaches, and scope of the study and explaining the goals of the fact gathering trip to selected courseware development centers in the United States is followed by descriptions of 12 courseware production systems, including the overall role of authoring languages and/or systems in courseware development. The development characteristics of production systems--which are the starting point for the establishment of quality enhancement factors--are then condensed from soft data and used to classify two production systems. The quality enhancement factors identified are divided into two groups: (1) necessary factors, which include the integration of instructional knowledge into the development process, the transfer of the design ideas and concepts using an implementation environment that supports the design activities, evaluation of the implementation, commitment of staff involved in the process and use of a team strategy, and the establishment of good communications among staff; and (2) desirable factors, which include working with a programmer who has knowledge of the subject matter and who also has experience. The need for additional research to refine these factors is noted, and more than 50 references and a list of persons interviewed at the various sites are provided. (Author/EW)

ED 291 341 IR 013 129

Fidanque, Ann; And Others
Keyboard Success: MECC Version.
Bethel School District, Eugene, Oreg.; Educational Service District 112, Vancouver, WA.; Eugene School District 4J, Oreg.; International Council for Computers in Education, Eugene, Oreg.; Lane County Education Service District, Eygene, Oreg.
REPORT NO.- ISBN-0-924667-37-0
PUB DATE- 86
NOTE- 120p.; For the accompanying Computer Flip Book, see IR 013 130.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (1-4 copies $20.00 per copy prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Literacy; Elementary Education; Junior High Schools; *Keyboarding (Data Entry); *Microcomputers; Middle Schools; *Typewriting; Word Processing
IDENTIFIERS- Apple Microcomputers
This is a teacher's guide to a 30-lesson keyboarding program for elementary and middle school students. The primary instructional objectives are to teach students how to: (1) keyboard from a correct position; (2) identify the names for the fingers to be used to keyboard; and (3) locate the most frequently used keys with the correct finger. No special software is needed for instruction, and students can enter the lessons on a paper keyboard template, typewriter, blank computer screen, or any word processor. Each lesson provides step-by-step instructions, review, and practice exercises. The program can be used in conjunction with a commercial software program; this version of the guide is designed for use with the "MECC (Minnesota Educational Computing Corporation) Keyboarding Primer" (Apple only). An appendix includes a record grid for recording handwriting and keyboarding rates, wordlists, paper keyboard templates, a sample "certificate of improvement," and reproducible "keyboard success" decals. An 18-item bibliography is also provided. (EW)

ED 291 342 IR 013 130

Fidanque, Ann; And Others
Keyboard Success. Computer Flip Book. MECC Version.
Bethel School District, Eugene, Oreg.; Educational Service District 112, Vancouver, WA.; Eugene School District 4J, Oreg.; International Council for Computers in Education, Eugene, Oreg.; Lane County Education Service District, Eygene, Oreg.
PUB DATE- 86
NOTE- 61p.; For the accompanying teacher's guide, see IR 013 129.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (1-4 copies $2.50 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Literacy; Elementary Education; Junior High Schools; *Keyboarding (Data Entry); *Microcomputers; Middle Schools; *Typewriting; Word Processing
IDENTIFIERS- Apple Microcomputers
Designed for use by elementary and middle school students, this computer flip book contains the exercises for each lesson in a 30-lesson keyboarding program, a brief outline of the development of writing devices, and exercises for 25 bonus lessons. For each lesson, the flip book provides a keyboard diagram with the keys that have been introduced and practice exercises. The primary instructional objectives are to teach students how to: (1) keyboard from a correct position; (2) identify the names for the fingers to be used to keyboard; and (3) locate the most frequently used keys with the correct finger. No special software is needed for instruction, and students can enter the lessons on a paper keyboard template, typewriter, blank computer screen, or any word processor. The program can be used in conjunction with a commercial software program; this version of the flip book is designed to be used with the "MECC (Minnesota Educational Computing Corporation) Keyboarding Primer" (for the Apple only). (EW)

ED 291 343 IR 013 131

Fidanque, Ann; And Others
Keyboard Success: MicroType PAWS Version.
Bethel School District, Eugene, Oreg.; Educational Service District 112, Vancouver, WA.; Eugene School District 4J, Oreg.; International Council for Computers in Education, Eugene, Oreg.; Lane County Education Service District, Eygene, Oreg.
REPORT NO.- ISBN-0-924667-36-2
PUB DATE- 85
NOTE- 121p.; For the accompanying computer flip book, see IR 013 132.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (1-4 copies, $20.00 per copy prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Literacy; Elementary Education; Junior High Schools; *Keyboarding (Data Entry); *Microcomputers; Middle Schools; *Typewriting; Word Processing
IDENTIFIERS- Apple Microcomputers; Commodore Microcomputers; IBM Personal Computer
This is a teacher's guide to a 30-lesson keyboarding program for elementary and middle school students. The primary instructional objectives are to teach students how to: (1) keyboard from a correct position; (2) identify the names for the fingers to be used to keyboard; and (3) locate the most frequently used keys with the correct finger. No special software is needed for instruction, and students can enter the lessons on a paper keyboard template, typewriter, blank computer screen, or any word processor. Each lesson provides step-by-step instructions, review, and practice exercises. The program can be used in conjunction with a commercial software program; this version of the guide is designed for use with the Apple, Commodore, and IBM versions of "MicroType: The Wonderful World of Paws." An appendix includes a record grid for recording handwriting and keyboarding rates, wordlists, paper keyboard templates, a sample "certificate of improvement," and reproducible "keyboard success" decals. An 18-item bibliography is also provided. (EW)

ED 291 344 IR 013 132

Fidanque, Ann; And Others
Keyboard Success! Microtype "PAWS" Version. Computer Flip Book.
Bethel School District, Eugene, Oreg.; Educational Service District 112, Vancouver, WA.; Eugene School District 4J, Oreg.; International Council for Computers in Education, Eugene, Oreg.; Lane County Education Service District, Eygene, Oreg.
PUB DATE- 85
NOTE- 61p.; For the accompanying teacher's guide, see IR 013 131.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (1-4 copies $2.50 per copy prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Literacy; Elementary Education; Junior High Schools; *Keyboarding (Data Entry); *Microcomputers; Middle Schools; *Typewriting; Word Processing
IDENTIFIERS- Apple Microcomputers; Commodore Microcomputers; IBM Personal Computer
Designed for use by elementary and middle school students, this computer flip book contains the exercises for each lesson in a 30-lesson keyboarding program, a brief outline of the development of writing devices, and exercises for 25 bonus lessons. For each lesson, the flip book provides a keyboard diagram with the keys that have been introduced and practice exercises. The primary instructional objectives are to teach students how to: (1) keyboard from a correct position; (2) identify the names for the fingers to be used to keyboard; and (3) locate the most frequently used keys with the correct finger. No special software is needed for instruction, and students can enter the lessons on a paper keyboard template, typewriter, blank computer screen, or any word processor. The program can be used in conjunction with a commercial software program; this version of the flip book is designed to be used with the Apple, Commodore, and IBM versions of "MicroType: The Wonderful World of Paws." (EW)

ED 291 345 IR 013 133

Preparing Multi-Media Teaching Materials. A Source Book.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
REPORT NO.- BKA/86/OPE/247-900
PUB DATE- 86
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Audiovisual Aids; Developed Nations; *Developing Nations; Educational Technology; Foreign Countries; Guidelines; Instructional Materials; *Material Development; Multicultural Education; *Multimedia Instruction; One Teacher Schools; Teacher Education
IDENTIFIERS- *Asia; *Pacific Region

This sourcebook on educational technology materials was developed in conjunction with a regional workshop on "The Use of Educational Technology by Teachers," which was held in September 1985 and attended by participants and observers from Bangladesh, India, Indonesia, Japan, Malaysia, New Zealand, the Philippines, the Republic of Korea, Sri Lanka, and Thailand. The first of three chapters in this sourcebook provides a brief discussion of ways in which educational technology materials can be used to achieve some broad educational outcomes. The types of media produced in the participating countries are outlined in the second chapter, which also suggests 11 criteria for the selection and/or production of multimedia materials and 17 steps for the development of such materials. Materials brought to the workshop by the participants for demonstration and evaluation are then briefly described, and a table displaying the results of the evaluations concludes the chapter. The third chapter discusses the use of multimedia kits to solve teaching problems and describes the design and use of multimedia kits for three specific situations: (1) a kit for one teacher schools in India; (2) a kit for shared reading in multicultural classes at the elementary level in New Zealand; and (3) three multimedia kits prepared by the Korean Educational Development Institute (KEDI) for teaching in large classes. One of the KEDI kits is designed for use by elementary students and the other two for teacher training programs at the elementary level. (EW)

ED 291 346 IR 013 134

Ryan, William C., Ed.
National Educational Computing Conference Proceedings (8th, Philadelphia, Pennsylvania, June 24-26, 1987).
REPORT NO.- ISBN-0-924667-40-0
PUB DATE- Jun 87
NOTE- 419p.; For the 1986 conference proceedings, see ED 274 338.
AVAILABLE FROM- International Council on Computers for Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403-1923 ($15.00 plus $2.50 shipping and handling prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computer Science Education; *Computer Software; Elementary Secondary Education; Higher Education; *Intellectual Disciplines; *Microcomputers; Programing; Special Education; Teacher Education; Videodisks

The almost 200 papers and panel, project, and special session reports represented in this collection focus on innovations, trends, evaluations, and research in the use of computers in a variety of educational settings. Of these, the full text is provided for 52 presentations and abstracts for 138. The topics discussed include: use of computers at various levels from K-12 through the university, including inservice teacher training; use of computers in specific subject areas such as business education, science, mathematics, health education, literature, foreign languages, social studies, and English; computers and special education; questions of ethics, equity, and special needs in computer access and use; the teaching of programming; software development and selection; computer literacy; computer support facilities; computer-related activities of the Pennsylvania Department of Education; the computer program at Drexel University; industry/school district cooperation in providing computer education; computer science education; evaluation of the effectiveness of computer-assisted instruction; cognitive skills and processes; and computer simulation. Introductory materials include brief descriptions of several of the cooperating societies that sponsor the National Educational Computing Conference (NECC) as well as lists of the members of the NECC Steering Committee and the NECC '87 Conference Committee. An author index is provided. (EW)

ED 291 347 IR 013 135

Straka, Gerald A.; And Others
Older People and Communication Technology.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cable Television; Developed Nations; Foreign Countries; Interviews; *Older Adults; *Qualitative Research; Retirement; Social Environment; *Television Research; Television Surveys
IDENTIFIERS- *West Germany
Interviews conducted with 31 older, retired adults in Dortmund, West Germany, concerning their use of cable television and its effect on their everyday lives are the focal point of this qualitative study. Also discussed is a quantitative study of a larger sample of German citizens over age 14 in the same geographic area before cable television was made available. That study, which will be repeated in the spring of 1988, considered differences between older and younger adults in their social integration, everyday activities, and use of and attitudes toward television. The qualitative interviews with older adults elicited information on the following topics: (1) reasons for application for cable television connection or reservations; (2) favorite programs and channels and the degree to which specific channels are known; (3) changes in daily routine since connection to cable television; (4) effects of television on interpersonal communication; and (5) use of other media, especially daily newspapers. The first, partial results of these interviews are described in a generalized fashion, but further evaluation of the transcript material is planned, including analysis of the data against the background of media-theoretical approaches. Five references are provided, three in German and two in English. (EW)

ED 291 348 IR 013 136

Karrer, Urs
Results of a Follow-Up Survey of CAI Development in Selected Institutions of Higher Education.
PUB DATE- Aug 87
NOTE- 26p.; For a related report, see IR 013 128.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Instruction; *Courseware; *Followup Studies; Higher Education; *Instructional Development; Programing Languages; School Surveys; *Systems Approach
IDENTIFIERS- *Software Engineering; United States
Designed to test the premise that the production system for courseware has a strong impact on the quality of the courseware developed, a survey of 14 U.S. institutions of higher education was conducted in 1986 to investigate the production systems used by these schools. Many of the questions used and the list of institutions surveyed were extracted from a similar study conducted by Potts in 1979, and some additional complementary questions were added. Seven of the schools responded for a response rate of 50%. The results of the follow-up survey showed that, as in 1979, most of the schools found the team strategy in courseware development to be more satisfactory than the individual approach. In addition, nearly all respondents agreed that an instructional system design (ISD) approach should be followed in a systematic fashion, although there does not appear to be a unique ISD procedure or model that would fit the needs of all institutions of higher education. In addition to the emerging micro-based authoring languages, BASIC and PASCAL continue to be important implementation languages for the schools surveyed, combined with main frame computer authoring languages. The text is supplemented with eight tables, and three references are provided. (Author/EW)

ED 291 349 IR 013 138

Teachers and Their Use of Educational Technology. Report of a Regional Training Workshop (Seoul, South Korea, September 16-27, 1985).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

REPORT NO.- BKA/86/OPE/343-1000

PUB DATE- 86

NOTE- 62p.; Asia and the Pacific Programme of Educational Innovation for Development (APEID). For a related source book, see IR 013 133.

AVAILABLE FROM- Unesco Regional Office for Education in Asia and the Pacific, P.O. Box 1425, General Post Office, Bangkok 10500, Thailand.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Computer Uses in Education; *Developing Nations; Distance Education; *Educational Technology; Foreign Countries; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education

IDENTIFIERS- *Asia; *Pacific Region

The workshop described in this report focused on uses of educational technology in the training and upgrading of teachers and on promoting the use of appropriate educational technology techniques by teachers. Experiences in the use of educational technology are described for each of the participating nations, i.e., Bangladesh, India, Indonesia, Japan, Malaysia, New Zealand, the Philippines, Republic of Korea, Sri Lanka, and Thailand. Methods of preparing teachers and teacher educators to use educational technology are then discussed, both in general and in reference to specific widely-used programs: (1) the Personalized System of Instruction (PSI); (2) the Later Reading In-Service Course (LARIC) used in New Zealand; (3) the Education Resource Centres used in Malaysia; (4) the distance education program, Advanced Studies Unit, used in New Zealand; and (5) both internal and external networking systems used in teacher training in Thailand. Participants also visited the Han Nam Elementary School, an experimental school in Korea which promotes the use of educational technology in the classroom, and the Samsung Electronics Co. Ltd., which produces computer hardware and other electronics products. Finally, the participants developed a series of recommendations designed to improve teacher training in the use of educational technology. Two appendices contain the agenda for the workshop and a list of participants. (EW)

ED 291 350 IR 013 139

Eiserman, William D.; Williams, David D.
Statewide Evaluation Report on Productivity Project Studies Related to Improved Use of Technology To Extend Educational Programs. Sub-Report Two: Distance Education in Elementary and Secondary Schools. A Review of Literature.
Wasatch Inst. for Research and Evaluation, Logan, UT.
SPONS. AGENCY- Utah State Office of Education, Salt Lake City.
PUB DATE- Jan 87
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984). For Sub-Report Three, see IR 013 140.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications Satellites; *Distance Education; *Educational Technology; Elementary Secondary Education; Evaluation Criteria; Information Technology; Literature Reviews; Program Evaluation; *Public Schools; Research Needs; *Telecommunications; Teleconferencing
IDENTIFIERS- ERIC
Current approaches to distance education in elementary and secondary schools are summarized in this review of the literature, which was conducted to identify distance education programs at the K-12 level, together with any associated evaluation or research findings, and discover implications of these findings for future developments in this area. The literature was identified through a search of the ERIC database using the descriptors Distance Education, Telecommunications, Teleconferencing, and Communication Satellites combined with the descriptor Schools. Five research reviews and nine primary research studies were selected from the 42 relevant documents retrieved, and these 14 studies were examined in relation to three research questions: (1) the types of media used in public school (K-12) distance education; (2) the focus of instruction in public school distance education, i.e., who is served and the content and instructional design that are used; and (3) the judgments that are being made about the effectiveness of

distance education at the K-12 level. It was concluded that more evaluations of the effectiveness of distance education via electronic media are needed, and that a set of criteria needs to be established for both formative and summative evaluations to obtain meaningful data. A summary table is appended which provides information on each of the 14 studies analyzed, including the citation for the study, the population served, technology used and subject areas involved, conclusions reached, and implications of the findings. (EW)

ED 291 351 IR 013 140

Quinn, D. William; Williams, David D.
Statewide Evaluation Report on Productivity Project Studies Related to Improved Use of Technology To Extend Educational Programs. Sub-Report Three: Survey of Technology Projects throughout the United States.
Wasatch Inst. for Research and Evaluation, Logan, UT.
SPONS. AGENCY- Utah State Office of Education, Salt Lake City.
PUB DATE- Jan 87
NOTE- 85p.; For Sub-Report Two, see IR 013 139.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cost Effectiveness; *Distance Education; *Educational Technology; Elementary Secondary Education; *Evaluation Methods; Information Technology; *Instructional Effectiveness; Interviews; National Surveys; *Program Evaluation; Questionnaires
Telephone interviews were conducted with key individuals in each of the 50 states to gather information on both the most successful and the least successful technology-based educational projects at the elementary and secondary levels in each state. The survey was designed to elicit information on the following: (1) the instructional needs addressed by technology-based distance learning projects; (2) the subject matter areas involved in these projects; (3) the levels and types of students for whom these projects are intended; (4) the technologies used by these projects; (5) results of evaluations of the effectiveness of these projects; (6) the participants' perceptions of the instructional value of the projects; (7) the cost-effectiveness of the projects; (8) and other instructional needs not addressed by the projects. This report provides a description of the survey methodology and procedures; a summary of the results of the analysis of data for each of the questions that were obtained through the interviews and any associated materials collected from the states; and six suggestions for further inquiry. Two appendixes contain state-by-state summaries of the findings for each state and copies of the survey materials used, including the interview questionnaire. (EW)

ED 291 352 IR 013 141

Tait, Alan, Ed.
International Workshop on Counselling in Distance Education Conference (2nd, Cambridge, England, September 15-17, 1987).
International Council for Distance Education.; Open Univ., Cambridge (England).
PUB DATE- Sep 87
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Guidance; *Counseling Services; Databases; Developed Nations; Developing Nations; *Distance Education; Foreign Countries; Higher Education; *Individual Development; *Open Universities; *Professional Development; Skill Development; Stress Management; *Student Personnel Services

The 16 conference papers in this collection describe various ways in which counselling is used in distance education in Australia, Canada, the Netherlands, New Zealand, Thailand, the United Kingdom, West Germany, and Zambia. Following an introduction by Alan Tait, the following papers are presented: (1) "Counselling in the Open University of the Netherlands" (Addie Birkhoff, Annette Douwes, and Claudia Ghijssen Cohen); (2) "New Developments in the Counselling of Students with Disabilities: Computer Databases" (Nigel Cutress); (3) "Stress Management at a Distance" (Sue Dorland); (4) "Self-Selection by Special Entrants--Does It Work?" (David Edge); (5) "Vocational Guidance Provision for Distance Students in Higher Education--Some Findings from an International Survey" (Judith Fage); (6) "Steps to Your Future" (Ruby Gervais); (7) "The 'Dual-Mode Professor'--the Subject Specialist as Tutor" (Sally Haag); (8) "Empathy as a Characteristic of Distance Education--Theory and Empirical Findings" (Borje Holmberg); (9) "Open Learning and the National Certificate in Scotland--Implications for Guidance" (Elspeth Johnson and Carl Togneri); (10) "The Support Needs for Older Students in Distance Education" (Patrick Kelly, Nigel Cutress, and Fiona Palmer); (11) "Telephone Counselling--the Case of the Thailand Open University" (Bira Ketkeaw); (12) "A Carrot for the Teacher: A Training Package Which Aims To Encourage Distance Education To Develop Appropriate Counselling Skills" (Jennette Newport); (13) "Counselling Open University Students in the Prisons of Ireland" (Diane Purcell); (14) "Study Skills and Personal Development" (Sylvia Rhys); (15) "Personal and Professional Development of Counsellors for External Students--A National Perspective for Australia" (Margaret Shapcott); and (16) "Towards the Integration of Counselling Services into Distance Education at the University of Zambia" (Richard Siaciwena). (CGD)

ED 291 353 IR 013 142

A Strategic Plan for Microcomputers in Schools.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
REPORT NO.- ISBN-0-920794-82-3
PUB DATE- Aug 87
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Computer Software; Curriculum Development; Educational Resources; Elementary Secondary Education; Financial Support; Foreign Countries; Inservice Teacher Education; *Instructional Development; *Long Range Planning; *Microcomputers; Telecommunications
IDENTIFIERS- *Alberta; Canada

This strategic plan is a synthesis of a number of previous studies on computers in the schools of Alberta, Canada, as well as an assessment of the current situation in the schools, and a recognition of today's difficult fiscal climate. The topics covered include the rationale for integrating microcomputers into school programs; risks and constraints involved in computer use; uses of computers in Alberta's schools in the past and the current situation; strategic planning; educational software; curriculum and learning resources; teacher knowledge and development; computer hardware, networking, and facilities; planning and research; and funding. A concluding statement suggests that a redefinition of what computers should do in education and the gathering together of the necessary components--hardware, software, and teacher knowledge--be carried out to ensure an optimal return on the substantial investment in computers. A summary of departmental direction and actions for the near future concludes the report, and four appendixes provide additional materials from prior reports and conferences. (CGD)

ED 291 354 IR 013 143

Laaser, W.; And Others
Video as Supplementary Material. The Impact of an Alternative Development of Study Materials in Solving Formal Economic Problems. Working Papers in Distance Education No. 4.
Queensland Univ., Brisbane (Australia). Div. of External Studies.
PUB DATE- Aug 81
NOTE- 20p.; Translated from German by A. Corkhill.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Distance Education; Higher Education; *Intermode Differences; *Nonprint Media; Open Universities; *Performance Tests; Statistics; *Videotape Recordings
IDENTIFIERS- *Printed Materials

This study investigated the efficiency of video as an additional teaching aid for a statistics course offered by the Fernuniversitat (Open University, West Germany). A total of 65 distance students and internal students from the Universities of Bochum and Dortmund were divided into five groups to test the effects of five alternative treatments: (1) written original version of material for course entitled Econometrics I (version 0); (2) a lexivisually and didactically developed written version (version A); (3) video as a pre-orientation to version A; (4) the text of version A with video used to review course materials; and (5) video as a pre-orientation to version 0. Results of a comprehensive test indicated that all three test groups which were supported by video in their textual treatment obtained higher average point scores in the main test, although the expected time-savings with the pre-orientation video were not realized. There were no significant differences in performance between the groups using the alternative versions of the written materials. It is suggested that future studies should use larger groups, greater homogeneity of test subjects (i.e., external students only), a larger number of playback facilities, and a shorter total test duration. (CGD)

ED 291 355 IR 013 144

Hassel, Jill Lynn
An Annotated Bibliography Summarizing and Analyzing Recorded Research on the Topic of Computer Assisted Instruction and Its Effects on Reading Comprehension.
PUB DATE- 18 Nov 87
NOTE- 33p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted Instruction; *Directed Reading Activity; Disabilities; Elementary Secondary Education; Higher Education; Language Processing; *Learning Strategies; Military Personnel; *Reading Comprehension; *Reading Strategies; Teaching Methods
This annotated bibliography of research articles pertaining to the use of computer-assisted instruction (CAI) in the development of reading comprehension skills in students of all ages and abilities is introduced by brief statements of the problem addressed and the purpose, organization, and limitations of the study. A glossary is also provided. Ten of the 22 research articles are concerned with grades K-6, six with grades 7-12, three with the university setting, two with military personnel, and one with adults with special needs. The findings of the research studies are summarized, and its is concluded that: (1) because CAI allows individualized curricula, students generally learn more efficiently; (2) students generally spend more time on CAI lessons involving reading comprehension; and (3) an increase in interest and motivation is almost always assured when CAI is the method of teaching or practicing reading comprehension skills. Four recommendations for use of CAI for reading instruction and further research conclude this study. A 33-item bibliography and a curriculum vitae for the author are also included. (CGD)

ED 291 356 IR 013 145

Reece, Carol C.
Boys, Girls, and a Scarcity of Microcomputers: "They Get on It Before We Can Get to It".
PUB DATE- 13 Nov 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Education; *Elementary Schools; *Equal Education; Followup Studies; *Microcomputers; Sampling; School Surveys; Sex Differences; *Sex Discrimination; *Sex Stereotypes
The main purposes of this survey were to: (1) assess the perceptions and attitudes of students about whether boys or girls spend more time working with computers; (2) explore whether individual students at school prefer working alone or with someone else; (3) explore the possibility that girls who have access to home computers also have older brothers at home; (4) inquire about parents' use or nonuse of computers at work or at home; and (5) continue to assess the extent to which parents are providing home computers for daughters as well as for sons. A total of 212 fourth through sixth grade students from both private and public schools were surveyed over a two-year period in a deliberate effort to branch from a previous study in which fifth grade, seventh grade, and high school students were surveyed on similar issues. Chi-square analysis of the data for the present study failed to find significant sex differences with respect to any of the questions although instances of sex-typing in relationship to computers were identifiable in the survey responses. Based on the findings of this study, it is concluded that mandated computer instruction should be initiated at the third or fourth grade level, if not earlier, in order to overcome gender barriers to equitable computer learning at school and assumed future career opportunities associated with higher technology. Results of the statistical analysis are displayed in two graphs and 11 references are listed. (CGD)

ED 291 357 IR 013 146

Stecher, Brian M.; Solorzano, Ronald
Characteristics of Effective Computer In-Service Programs. Research Report.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- RR-87-29
PUB DATE- Jul 87
NOTE- 81p.
GRANT- SPA8550353
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; Case Studies; Computer Assisted Instruction; *Computer Literacy; Elementary School Teachers; Elementary Secondary Education; *Inservice Teacher Education; Interviews; *Microcomputers; Postsecondary Education; *Program Effectiveness; Qualitative Research; *School Districts; Secondary School Teachers; Teacher Educators; Workshops
Designed to describe effective computer inservice programs and to determine the components that contributed to their effectiveness, this study identified eight school districts from across the country that appeared to be providing outstanding computer training for teachers. Case studies of these eight model districts were conducted in which computer coordinators, trainers, and teachers were interviewed and inservice classes were observed. Data analysis focused on five issues: (1) outcomes of inservice classes, including the knowledge and skills acquired by teachers concerning computers, their use of computers in instruction, and the impact of computer use on students; (2) the inservice delivery systems and effective instructional practices used; (3) teacher characteristics and relationships between teacher characteristics and outcomes; (4) organizational context and context variables related to program effectiveness; and (5) unanticipated factors that helped to explain the inservice results. The text is supplemented by 7 tables, and 38 references are provided. The appendices contain copies of the interview and observation forms used in gathering the data. (Author/EW)

ED 291 358 IR 013 147

Roberts, Lowell
The Electronic Seminar: Distance Education by Computer Conferencing.
PUB DATE- May 87
NOTE- 10p.; Paper presented at the Annual Conference on Non-Traditional and Interdisciplinary Programs (5th, Fairfax, VA, May 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Distance Education; *Electronic Mail; Higher Education; Independent Study; International Relations; *Online Systems; *Teleconferencing
IDENTIFIERS- *Computer Mediated Communication; State University of New York Empire State Coll
The Center for Distance Learning of Empire State College (New York) is piloting online study by offering a course in contemporary American diplomacy entirely through the use of computer conferencing and electronic mail. The computer is used to create a learning environment where course participants can interact with each other and with the instructor, thus overcoming the isolation of the independent learner. In the three months the pilot has been online, it has demonstrated that computer conferencing can extend many of the learning opportunities of the classroom to distance and independent study. In addition, the written work submitted by members of this course was found to be superior, both as to breadth of research and quality of analysis, to work submitted by a previous non-computer class. It has been concluded that, rather than diminishing the intensity and flexibility of learning on one's own, computer conferencing enhances independent study by providing peer interaction. Although Empire State College's experience with the electronic seminar has been singularly positive, replicators should be aware of the fact that the input of each student is treated as a discrete unit rather than as part of a synthesized whole. Instructional developers should also be sure that the medium, content, and instructional objectives are a "pedagogical fit," and keep the interaction with the computer at a simple level that will facilitate participation and dialogue. (Author/EW)

ED 291 359 IR 013 148

Extending the Human Mind: Computers in Education. Proceedings of the Annual Summer Conference (5th, Eugene, Oregon, July 31 and August 1, 1986).
Oregon Univ., Eugene. Center for Advanced Technology in Education.
PUB DATE- 86
NOTE- 182p.; For the 1985 and 1987 proceedings, see ED 265 831 and ED 290 433. Some pages contain small, light type.
AVAILABLE FROM- Proceedings, Center for Advanced Technology in Education, 1787 Agate Street, University of Oregon, Eugene, OR 97403 ($15.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computer Software; *Curriculum Enrichment; Databases; Elementary Secondary Education; *Instructional Effectiveness; Keyboarding (Data Entry); *Learning Resources Centers; Liberal Arts; *Microcomputers; Optical Disks; Programing; Robotics; Word Processing

The 24 papers in these proceedings describe computer technology and its many applications to the educational process. Topics discussed include computer systems in the classroom of the future; how to evaluate a school's computer program; computer use in special education; computer science and the liberal arts; keyboarding issues; making the computer speak the child's language; going online; useful public domain software for educators; advance techniques used in function graphing; impact of optical storage technology on education; print shop applications in the classroom; creating school documents with PageMaker; new databases in the secondary content areas; the CI4 inservice model; the Apple classroom of tomorrow; the future of computers in instruction; computer integrated schooling; new directions for teaching basic programming; ideal uses of the computer in science; the role of school-based computer coordinators as change agents in elementary school programs; robots in elementary classrooms; teachers use of Superpilot to write software; and critical issues in the teaching of writing with a word processor. (CGD)

ED 291 360 IR 013 149

Raker, Brenda M.; Price, Charles L.

Indiana's Approach to Computer Training for Teachers.
PUB DATE- 5 Jun 86
NOTE- 39p.; Paper presented at the National Educational Computing Conference (San Diego, CA, June 5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Computer Literacy; Computer Uses in Education; Elementary Secondary Education; *Inservice Teacher Education; *School Districts; *State Aid; *Teacher Centers
IDENTIFIERS- *Indiana
This report, which summarizes computer training directed toward Indiana public school teachers in the period of 1983 through 1986, includes the directives for the Indiana Consortium for Computer and High Technology Education at the time of its creation in 1983 by the Indiana General Assembly. Also described are training initiatives in seven program areas: (1) regional teacher training centers; (2) summer training institutes; (3) formula allocations to local school corporations; (4) low interest loans for hardware acquisition; (5) regional software clearinghouse/preview centers; (6) computing conferences; and (7) computer demonstration programs. (Author/EW)

ED 291 361 IR 013 150

Price, Charles L.
Introduction to Probeware.
PUB DATE- Oct 87
NOTE- 12p.; Paper presented at the Indiana Computer Educators Conference (Indianapolis, IN, October 10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Data Analysis; Higher Education; *Laboratories; *Microcomputers; Physics; *Science Experiments; Secondary Education
IDENTIFIERS- *Probeware
This description of the use of "probeware," i.e., hardware which connects to a microcomputer and works with the software to measure factors such as temperature, light, or motion in science laboratory experiments, uses as an example an experiment which would involve the measurement of pendulum motion using the "Precision Timer II" software program. Strategies for classroom teachers to become involved with probeware are suggested, additional available probeware is discussed, and information on the providers of workshops and training programs is provided. The 19 reference items listed include the names and addresses of software distributors and organizations providing training, as well as journal articles and books. (EW)

ED 291 362 IR 013 151

Pomarico, Aileen M.
The Role of Television in Alcohol Use and Abuse: An Annotated Bibliography.
PUB DATE- Jun 87
NOTE- 39p.; Graduate student research paper, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Alcohol Education; Alcoholism; Annotated Bibliographies; Children; *Commercial Television; *Drinking; *Drug Use; Health Education; Public Television; *Television Commercials
IDENTIFIERS- Alcohol Abuse; *Alcohol Use
The depiction of alcohol and other drugs on commercial television, including television commercials, is examined in this annotated bibliography. A brief introduction provides a statement of the problem and information on the significance, organization, and limitations of the study, as well as a glossary of widely used terms. Recent articles on the following subjects are then annotated: (1) portrayals of alcohol on television (17 articles); (2) effects of television's portrayal of alcohol on viewer's attitudes and consumption rates (3 articles); and (3) the role of television in alcohol education (5 articles). Research that has been done on effects of television's portrayal of alcohol use and abuse is then summarized, and it is concluded that, although television now tends to show alcohol use in an unrealistic manner, this medium could also be used as an effective means of alcohol use and abuse education. (EW)

ED 291 363 IR 013 153

Gill, Walter; Butler, Karen Hayes
Video Utilization and Role Play in Support of Schoolwide Discipline Programs.
PUB DATE- Nov 87
NOTE- 20p.; Paper presented at the Annual Conference of the Society of School Librarians International (2nd, Nashville, TN, November 7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; *Classroom Techniques; *Discipline; Elementary Secondary Education; Guidelines; Principals; Psychological Studies; *Role Playing; *Self Concept; Teachers; *Videotape Recordings
The use of video recording and role playing are considered as instructional methodologies to support school discipline management systems, foster the positive self-concepts of students, and improve school achievement. Research in the following fields is detailed: (1) interventions intended to maintain school discipline and improve classroom learning; (2) role play and dramatic play which indicate behavioral and attitudinal change on various dimensions of individual performance; and (3) videotaping activities used to investigate classroom behavior and various dimensions of self-concept. General guidelines are provided for principals, teachers, and administrators who wish to initiate a program or modify present programs to incorporate video recording and playback together with role playing. Seven footnote citations are included, and 40 references are provided. (Author/EW)

ED 291 364 IR 013 154

Visions 2000. A Vision of Educational Technology in Alberta by the Year 2000. A Discussion Paper.
Alberta Dept. of Education, Edmonton.

PUB DATE- May 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communications Satellites; *Computer Uses in Education; Distance Education; *Educational Technology; *Educational Trends; Foreign Countries; *Futures (of Society); *Instructional Innovation; *Long Range Planning; Nonprint Media; Secondary Education; Visual Aids
IDENTIFIERS- *Alberta; Canada

Arguing that technology should be incorporated into the curriculum so that students learn "about technology," "in technology," and "through technology," the Alberta Technology in Education Committee looks forward to the year 2000 and assesses ways in which technology can be applied both in the classroom and in distance education in Alberta, Canada. The committee's vision, which is reflected in this document, of the teacher-learning process of the future is based on a division of labor where teachers can function in the uniquely human areas of diagnosis, prescription, motivation, and overall management of the learning process for individuals and groups of various sizes, while technology can play a greater part in exposition, simulation, and information processing and retrieval. The committee sees various forms of educational technology in use in the future, including computer-based work stations with access to local and remote databases; student access to portable computers; schools equipped with satellite receiving and transmitting equipment; widespread use of holography; student access to a variety of information sources, including primary sources; and student access at all grade levels to technological tools such as lasers, robotics, and music synthesizers. However, the committee also believes that an action-oriented plan to incorporate this new technology is urgently needed. The text is supplemented with charts, and eight references are provided. (EW)

ED 291 365 IR 013 155

Eastmond, J. Nicholls, Jr.; Stoddard, Charles G.
An Assessment of Learner Needs within the Framework of Technological Innovation in Utah.
Wasatch Inst. for Research and Evaluation, Logan, UT.
SPONS. AGENCY- Utah State Office of Education, Salt Lake City.
PUB DATE- 24 Oct 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Appropriate Technology; *Educational Technology; Elementary Secondary Education; Interviews; *Needs Assessment; Questionnaires; School Districts; State Surveys; *Student Needs; Supervisors
IDENTIFIERS- Spearman Rank Correlation Coefficient; *Utah
The opinions of 89 educators in Utah on learner needs and the potential for using technology to meet these needs were gathered through a two-stage process of telephone interviews and written questionnaires. Persons included in the sample were the state's 40 district supervisors plus a sample of "key informants" identified by previous experience with technology projects. A list of the critical student learner needs based on telephone interview responses was developed, and responses to other telephone interview questions were summarized. In particular, the assessment teams noticed a polarization of opinion over the usefulness of educational technology in general. The written questionnaire requested that respondents rate each item on performance or importance and then choose the eight most critical needs for immediate attention. A listing of these immediate needs was compared with the rankings of the critical needs identified by the telephone survey. The third analysis performed was a means difference test of the item's rating of performance from the mean rating of importance. Finally, a Spearman rank correlation was done of the rankings obtained in the study. Analysis of the data provided a list of 14 learner needs which merit attention by Utah technology projects, and nine recommendations for technological interventions are made by the assessment team. Two appendixes provide notable responses from the telephone survey and some results of the data analyses, as well as copies of the survey instruments. (EW)

ED 291 366 IR 013 156

Davies, Anne
Computer Education: Getting Started.
SPONS. AGENCY- Northwest Territories Dept. of Education, Yellowknife.
PUB DATE- Sep 85
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computer Simulation; *Computer Software; Database Management Systems; Elementary Education; Guidelines; Keyboarding (Data Entry); *Microcomputers; Word Processing; Worksheets
IDENTIFIERS- LOGO Programing Language
Designed to assist teachers who are not familiar with computer applications in elementary education, this guide provides information on personal skill development, computer terminology, software organization and evaluation, and troubleshooting. A tentative set of computer education objectives is outlined, and examples and strategies for effective classroom use are provided. Various programs and applications are detailed, including computer-assisted learning, simulation programs, problem solving and flowcharting, LOGO, word processing, keyboarding, database management, telecommunications and electronic mail, and electronic spreadhseets. The text includes one article reprinted from The Computing Teacher and is supplemented by worksheets for student use, charts, diagrams, and illustrations. Lists of eight recommended magazines and journals, 32 recommended software programs, and 14 recommended books are also provided. (EW)

ED 291 367 IR 013 157

Lawrence, Paula; Price, Robert V.
A Project To Measure the Treatment Effects of the Use of Interactive Video on the Teaching of the Language Experience Approach to Reading Instruction. Research Report.
PUB DATE- 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Computer Assisted Instruction; Correlation; Elementary School Teachers; Higher Education; Hypothesis Testing; *Interactive Video; *Intermode Differences; *Language Experience Approach; Preservice Teacher Education; Pretests Posttests; *Reading Instruction; Scripts; Teaching Methods; *Videodisks
This project was conducted in order to determine the practicality of using specialized videodisc instruction to help preservice elementary school teachers learn the Language Experience Approach (LEA) to teaching reading more effectively. Texas Tech University students enrolled in an interactive video course planned and produced the interactive videodisc program, then tested the module with the Foundations of Reading course in which LEA is taught. Of the 36 class members, 18 were randomly assigned to the control group and 18 to the treatment group. All were given the Nelson Denny vocabulary and comprehension tests to determine whether any differences in reading ability existed between the two groups that might influence study results. Pre- and posttests were administered to both groups to investigate whether traditional LEA training or the interactive video program had a greater affect on subject mastery. Based on the results, the research hypothesis that there would be no difference between the treatment group and the control group in knowledge of the LEA approach was accepted. The statistical test results (Pearson correlation matrix and analysis of variance) are attached to the brief narrative report. Two appendixes, which make up the major part of the document, provide copies of the script for the interactive video module and the pre/posttests used in the study. (CGD)

ED 291 368 IR 013 158

Rendiero, Jane; Linder, William W.
Status of Computer Applications in the Southern Land-Grant Institutions Experiment Stations/Extension Services/Resident Instruction.
Southern Rural Development Center, State College, Miss.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- Sep 83
NOTE- 83p.
GRANT- 80-CRSR-2-0627
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agribusiness; *Agricultural Colleges; *Computer Literacy; *Computer Software; Computer Uses in Education; Expectation; Extension Education; Farmers; Higher Education; Homemakers; *Land Grant Universities; *Microcomputers; Research and Development; Staff Development; *Users (Information)
This report summarizes the results of a survey of 29 southern land-grant institutions which elicited information on microcomputer capabilities, programming efforts, and computer awareness education for formers, homemakers, community organizations, planning agencies, and other end users. Five topics were covered by the survey: (1) degree of organization of computer applications; (2) computer applications staff and staff development; (3) research and development of software for end users; (4) hardware; and (5) software distribution. Responses to the survey indicated that end users expected the universities' extension and research departments to provide them with assistance in hardware and software selection, training in the use of computers, help in interpreting and applying computer output, and the organization of science and associated technological information into databases for their efficient and timely use. The responses also indicated that the current status of computer application programs was still largely developmental in the five areas studied; three microcomputers, Radio Shack, Apple, and IBM, were most widely used by the institutions; and resource sharing was being promoted among the universities. A copy of the survey instrument is appended. (CGD)

ED 291 369 IR 013 159

Statewide Computer Survey Report 1986-87.
South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.
PUB DATE- Dec 87

NOTE- 114p.; For the 1985-86 survey, see ED 281 527.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Courseware; Educational Trends; Elementary Secondary Education; Expenditures; Facility Inventory; *Microcomputers; *School Administration; *School Districts; State Surveys; Videodisks
IDENTIFIERS- *South Carolina

This survey, which covers the 1986-1987 school year, is conducted by the South Carolina State Department of Education. Two separate questionnaires, both of which inventoried computer equipment and software and dealt with the instructional and administrative uses of computers, funding, and software inventory, were distributed to all South Carolina public school (K-12) principals and district superintendents. A total of 1,099 school (99.8% response rate) and 92 district (100% response rate) forms were returned. Major district findings indicated that all school district offices had computers; over 43% of the total computers used at district level were Apple microcomputers; and the total change in the number of computers at the district level was 180% in 1985 and 83% in 1986. School findings indicated that over 98% of the public schools had computers for either instructional or administrative use; over 95% of the schools having at least one computer (1,061) had at least one printer (1,004); over 90% of the schools had a moderate to major need for more software and computers; the rate of change in total number of computers had decreased in the past 2 years from 134% to 61%; and IBM had replaced Radio Shack as the second largest computer supplier to schools. Detailed survey findings are presented in tables, charts, and graphs together with brief descriptions of computer applications in individual schools and school districts. (CGD)

ED 291 370 IR 013 183

National Institute for Occupational Safety and Health Oversight: OMB Involvement in VDT Study. Hearing before the Subcommittee on Health and Safety of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session (June 4, 1986).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 86

NOTE- 66p.; Serial No. 99-128.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Display Systems; Federal Regulation; *Health Conditions; Hearings; *Occupational Safety and Health; *Pregnancy; *Prenatal Influences; *Research Methodology; Unions

IDENTIFIERS- Congress 99th; Office of Management and Budget; *Video Display Terminals

This hearing addressed the issue of whether the delays in producing a proposed National Institute for Occupational and Safety Health (NIOSH) study on the possible health hazards associated with video display terminals (VDTs) are due to concerns about scientific methodology or unwarranted interference by the Office of Management and Budget (OMB). The following witnesses made statements before the committee: (1) Barbara J. Easterling, executive vice president, accompanied by David LeGrande, occupational safety and health representative, and Lou Gerber, legislative representative, Communications Workers of America; (2) James M. Melius, Director, Division of Surveillance, Hazard Evaluations and Field Studies, NIOSH, accompanied by Theresa Schnorr, NIOSH, and Gooloo Wunderlich, Public Health Service; (3) Hubert F. Owens, counsel, BellSouth Corporation, accompanied by Melissa Hess, industrial engineer, and Brian MacMahon, chairman of epidemiology at the Harvard School of Public Health. The following prepared statements, letters, and supplemental material were submitted in addition to the prepared statements of the above witnesses: (1) prepared statement on behalf of American Telephone and Telegraph, by James P. Dunn; (2) prepared statement on behalf of the Newspaper Guild, by Charles A. Perlik, Jr.; (3) letter by Karen Nussbaum, Service Employees International Union to Honorable Joseph M. Gaydos; and (4) letter by John J. Sweeney, Service Employees International Union, to Congressman Gaydos. (EW)

ED 291 371 IR 013 184

Barkley, John
Personal Computer Networks.
National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

REPORT NO.- NBS-SP-500-140
PUB DATE- Jul 86
NOTE- 63p.; One in a series of reports on Computer Science and Technology.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Networks; *Information Networks; *Microcomputers; *Network Analysis; *Office Automation; *Office Management; Teleconferencing; Telephone Communications Systems

This report develops a model of a personal computer network for office use from the standpoint of the end user. A network designed for personal computers is differentiated from personal computers which must be attached to an existing communications system. Three types of the latter networks are discussed: (1) networks which connect personal computers to personal computers, personal computers to computer centers, and personal computers to bulletin boards by means of public and private telephone systems; (2) networks which connect personal computers to computer centers by means of direct wire in the same manner that terminals are directly connected to computer centers; and (3) networks which connect personal computers to networks designed for large computers. Each personal computer network type is compared, according to level of service provided, to a model which embodies the needs and expectations of personal computer users. The generic types of service used for the comparison include file and print service; mail; messaging and conferencing; login; remote task execution; outside communication; and network configuration. A discussion of options available to those who have an immediate need for a personal computer network is also presented. The text is supplemented with 8 tables and 11 figures, and a list of 27 references is provided. (Author/EW)

ED 291 372 IR 013 185

Orlando, Lynn S.; Farrelly, Deg
Captain Video Introduces Power, Process, and Production: Media To Enhance Learning, K-12.
PUB DATE- 16 Oct 87
NOTE- 29p.; Paper presented at the Annual Conference of the Virginia Educational Media Association (13th, Roanoke, VA, October 16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Course Integrated Library Instruction; Curriculum Development; *Educational Media; *Educational Television; Elementary Secondary Education; Library Materials; *Library Skills; *Media Selection; Objectives; *Videotape Recordings
IDENTIFIERS- *Media Literacy
Designed to promote greater exposure to media, especially video, this curriculum plan incorporates the "Standards of Learning Objectives for Virginia Public Schools" and outlines a variety of learning activities that are specifically geared to the standards for library and information use, keying them to subject matter already included in the curriculum. For each grade level, media activities and book titles for enrichment are provided. In addition, guidelines for off-air recording of broadcast programming for educational purposes are provided. The bibliography contains both sources for video reviews and a listing of wholesale and retail outlets of video acquisition. (EW)

ED 291 373 IR 013 186

Seamons, R. Alan
COM-NET Services, Life Span Learning Programs. Educational Telecommunications to Rural Utah.
Utah State Univ., Logan.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; *Distance Education; Higher Education; Land Grant Universities; *Lifelong Learning; *Program Evaluation; Rural Areas; *Teacher Student Relationship; Telecommunications
IDENTIFIERS- *Interactive Teaching; *Utah
This report describes the distance education program made available to rural Utah residents by Utah State University via the COM-NET telecommunications system. Both the four distinct delivery networks used and the infrastructure support system are detailed, and information is provided on: student performance and satisfaction with the long distance learning program, which includes courses for eight undergraduate and graduate degrees; instructor preference for various modes of distance education; the courses taught; and the growth of the program, which currently has 1,200 enrollments quarterly. Several research and evaluation projects are described, including two which stress the importance of faculty to the success of the program. A list of 14 references is provided, and two attachments--a map showing the 22 COM-NET outreach sties, and a diagram of the system's infrastructure--are included. (EW)

ED 291 374 IR 013 187

Rodgers, Robert J.; Bonja, Robert P.
Computer Utilization Training in Staff Development.
PUB DATE- Nov 87
NOTE- 20p.; Paper presented at the National Conference of the National Council of States on Inservice Education (San Diego, CA, November 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Computer Assisted Instruction; Computer Literacy; Databases; Data Processing; Educational Needs; *Inservice Teacher Education; Instructional Design; *Microcomputers; Postsecondary Education; *Staff Development; Word Processing
IDENTIFIERS- Spreadsheets

Arguing that educators have evolved past the introductory computer literacy stage and now need an enhanced understanding of the uses of the computer as an essential tool of the trade, this paper identifies three factors that need to be considered when designing staff development programs: (1) a review of different cognitive abilities and skills required of students and how they are affected by high technology; (2) the recommendations of major educational studies and reports; and (3) the specific computer utilization skills needed to properly equip our teachers to be effective and efficient instructors. Ways in which computers can be used to improve students' critical thinking skills are considered from the perspective of Bloom's Taxonomy of Cognitive Domain, and the needs that should be met by a good computer utilization program are discussed in terms of the recommendations of the National Task Force on Educational Technology, the Holmes Group Report, and the Carnegie Report (1986). An outline of 15 skills needed in the computer age are suggested as a model to be customized according to local needs and resources, ranging from use of the computer as a tool, through various types of computer software, to classroom applications and peripheral technology. Tips for developing effective programs are also provided, as well as brief descriptions of the successful use of word processing in remedial writing classes in New Jersey. The need for ongoing support services to extend the training into actual implementation is noted, and several possible ways of providing such services are suggested. (EW)

ED 291 375 IR 013 188

Bates, A. W.
The Organisation and Management of a European Educational Satellite System.
REPORT NO.- IET-263
PUB DATE- 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communications Satellites; Distance Education; *Educational Television; Financial Support; Foreign Countries; *Government Role; *International Cooperation; International Organizations; Models; *Programing (Broadcast); *Public Television
IDENTIFIERS- Europe (West); *European Economic Community

This paper looks at the possible roles that the European Economic Community (EEC), as a pan-European quasi-governmental institution, might play in the management and organization of a European educational satellite system. The argument is made that there is a need for the EEC Commission to play an ongoing, regulatory role in this area. An examination of ways in which education and training might gain access to a satellite distribution system leads to a discussion of low-powered services and direct broadcasting services, including national systems, pan-European satellites, and possibilities for educational services on the ESA (European Space Agency) Olympus satellite, an integrated European-wide DBS (direct broadcasting services) system planned for the near future. The roles of different types of organizations in getting a satellite service operational are described, including international regulatory agencies, international consortia, governments, satellite owners and operators, channel operators, and program producers. Economic models for education and training on satellites are also described, i.e., the commercial model, the "must carry" model, and state ownership. Discussion of operating models for providing an educational service covers a free-for-all situation and an educational channel, and descriptions of several ways in which an EEC educational channel could operate includes open access for educational producers and a public service channel. It is concluded that there is a need for a consortium to bring educational television providers together, with the EEC providing baseline funding and a framework in which to encourage the development of an educational satellite channel. (EW)

ED 291 376 IR 013 192

Eastmond, J. Nicholls, Jr.; And Others
Statewide Telecourse Survey: Teachers, Administrators & Students.
Central Utah Educational Services Center, Richfield.
SPONS. AGENCY- World-Wide Education and Research Inst., Logan, UT.
PUB DATE- 11 May 87
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Distance Education; High Schools; Inservice Teacher Education; Principals; Questionnaires; *Rural Schools; Student Attitudes; Teacher Attitudes; *Telecommunications; *Telecourses

This study surveyed high school students, teachers, and administrators of rural schools in Utah to determine what courses and inservice training offerings these groups wish to see made available via telecommunications. Delivery systems for such courses would include one or more of the following elements: broadcast media, audio teleconferencing, video teleconferencing, electronic blackboard, slow-scan-video, electronic mail or computer teleconferencing, and telefax. Site visits were made to three rural high schools, from which case studies were developed to provide some idea of the current distance education offerings. The following observations were made from a survey of the questionnaire responses: (1) the provision of certain computer courses via telecommunications is seen as a promising direction by all groups surveyed; (2) there is a consensus among teachers and administrators that the most desirable courses for offering by telecommunications delivery are advanced placement offerings in the math and science areas; and (3) the findings show a certain amount of insecurity on the part of teachers in using telecourses. It is felt that this insecurity can be overcome by use of telecommunications for inservice training and giving teachers direct experience with telecourses. Appendix A provides summaries of the three case studies; Appendix B contains sample questionnaires and accompanying letters; and Appendices C-E present the data from each of the three groups surveyed--teachers, administrators, and students. (EW)

ED 291 377 IR 052 275

Piotrowski, Chris; Perdue, Bob
Accessing the BIOSIS Previews Database in Clinical Psychology.
PUB DATE- 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavioral Sciences; Citations (References); *Clinical Psychology; Comparative Analysis; Databases; Information Needs; *Information Seeking; *Online Searching; Search Strategies
IDENTIFIERS- *BIOSIS Previews; *PsycINFO
The efficacy of using the BIOSIS Previews database as an online information retrieval tool in clinical psychology was investigated in a study conducted at the University of West Florida. Recognizing the importance of multi-database searching strategies when seeking comprehensive results, this study compared the citation output of this underutilized database to that of PsycINFO for five practical examples of interest to clinical psychologists: (1) hypertension; (2) the Beck Depression Inventory; (3) headache and depression; (4) homicide and gunshot/bullet; and (5) MMPI and law/legal/forensic. For four of the five search examples the number of citations retrieved indicated a superior performance for BIOSIS Previews. In the fifth search, six citations in BIOSIS Previews and 10 citations in PsycINFO yielded 15 unique citations as there was only one overlap. These results attest to the usefulness of accessing BIOSIS as an adjunct retrieval strategy when searching the professional literature in the behavioral sciences. A table displays the results of the five searches for both databases and four references are listed. (CGD)

ED 291 378 IR 052 276

Eaton, Gale; Burgin, Robert
An Analysis of the Research Articles Published in the Core Library and Information Science Journals of 1983.
PUB DATE- 83
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Authors; Classification; Comparative Analysis; Data Analysis; *Information Science; *Library Research; *Library Science; Longitudinal Studies; Measurement Techniques; Multidimensional Scaling; Periodicals; Reliability; Research Design; *Research Methodology; Sample Size
IDENTIFIERS- *Journal Articles
This study by two Ph.D. students in library science reviewed a systematic sample of the research literature in library and information science published in 62 core library journals in 1983 to order to identify substantive articles and compare their findings on research methodologies and trends with those reported in a similar study performed in 1980. A sample of 250 articles was selected from the 1,912 substantive articles identified. Each of 61 research articles selected from the sample was then classified by research methodology, subject areas, statistical methods, and author affiliations. The final analysis and comparison led to the following two conclusions: (1) the core of journals under consideration was expanded in the present study, and therefore suggested possible differences in quality as well as quantity of the literature studied; and (2) the study was based on a sample, rather than on all the substantive articles published in core journals during a given year, indicating that less confidence could be associated with the findings on research methodologies. Suggestions for future work in this area include the application of multidimensional scaling techniques in determining the subject areas for the articles, and characterization of the articles by institutional setting rather than by subject. Appended materials include a listing of the 61 research articles together with the research methodologies used, subject areas covered, and statistical methods, and 13 tables displaying analyses of the data on the core journals used and on the articles studied. (CGD)

ED 291 379 IR 052 277

DuBois, Henry
An Assessment Center for Librarians? What Do Library Managers in the California State University Think?
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Administrator Attitudes; *Assessment Centers (Personnel); Higher Education; *Job Performance; *Librarians; Library Administration; *Management Development; Needs Assessment; Professional Development; Simulation; Situational Tests
IDENTIFIERS- *California State University; University of Washington
A survey of library directors and assistant/associate directors at the 19 campuses of California State University (CSU) revealed a number of factors mitigating against the implementation of assessment center programs for the development of academic library managers. Respondents were asked in a questionnaire to describe their attitudes toward assessment centers in terms of: (1) assessment support; (2) number of identifiable potential candidates for assessment centers existing in their own libraries; (3) willingness to serve as an assessor; and (4) definition of job dimensions attributable to a CSU library manager. The data collected from 29 of the 44 questionnaires distributed in January 1987 (66.6% response rate) were analyzed, and it was concluded that philosophic differences in the administrators' views of professional development for librarians, as well as ambivalences about the value of programs intended to promote such development, are a major factor working against the implementation of an assessment center specifically for librarians. Three tables display the analyses of data on the administrators' attitudes toward assessment centers: job dimensions of library managers as rated by the CSU administrators; and a transcript of some of the respondents' comments. (CGD)

ED 291 380 IR 052 278

Lermyte, Catherine; Philippon, Brigitte
Awareness List of Principal Documents and Publications of the General Information Programme.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-85/WS/25
PUB DATE- 87
NOTE- 110p.; Original French version of this document was published in 1985.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Annotated Bibliographies; *Archives; Citations (References); Conferences; Documentation; Guides; Indexes; Information Dissemination; *Information Science; *International Programs; *Library Science; *Publications; Reference Materials
IDENTIFIERS- *General Information Programme; *UNISIST
This bibliography lists and provides abstracts for the principal documents and publications of the General Information Programme and UNISIST, including guidelines, studies, manuals, directories, and materials from international conferences that are concerned with various aspects of information science, librarianship, and archive science. The list is designed to facilitate access to this specialized literature by students, teachers, and researchers in these fields. The materials are listed under three headings: (1) modern technologies, standardization, and interconnection of information systems; (2) national information policies and infrastructures; and (3) training of information personnel and information users. Information provided for each entry includes a complete bibliographic description, the language of publication, the document code and/or ISBN (International Standard Book Number), and an abstract. In addition to the main listing, which is organized by subprogram of the Major Programme VII of the Second Medium Term Plan for 1984-89, this bibliography includes keyword and author indexes. It is noted that the documents of the Records and Archives Management Programme (RAMP) are listed together for ease of access although they are divided up among various subprograms. The documents and publications appearing in this bibliography are obtainable in printed form free of charge or on microfiche for a fee. (CGD)

ED 291 381 IR 052 279

Building Library Media Collections: Policies and Procedures for Evaluation and Selection of Instructional Materials.
Maryland State Dept. of Education, Baltimore.
PUB DATE- 87
NOTE- 22p.; For a related document, see ED 288 544.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Audiovisual Aids; Cultural Awareness; Elementary Secondary Education; Ethnic Status; *Evaluation Methods; Family Life; Guidelines; *Instructional Material Evaluation; Learning Resources Centers; *Library Services; *Media Selection; Policy Formation; Sex Stereotypes; State Legislation; *Textbook Selection

This compilation of legal documents and guidelines is intended for use when designing new policies or revising existing policies for the evaluation and selection of print and nonprint instructional materials for elementary and secondary schools and their media centers. These materials focus on the following: (1) textbooks, materials of instruction, and supplies; (2) public school library media programs; (3) review and selection of textbooks and instructional materials; (4) evaluation and selection of instructional materials which will insure proper recognition of ethnic and cultural minorities; (5) sex stereotyping in textbooks and other instructional materials; and (6) selection of curricular materials for family life and human development. (CGD)

ED 291 382 IR 052 280

Slade, Alexander L.; Webb, Barbara
The Canadian Off-Campus Library Services Survey, 1985.
PUB DATE- Jan 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Distance Education; Education Service Centers; Foreign Countries; Information Services; Interlibrary Loans; Library Role; *Library Services; Library Surveys; Needs Assessment; Online Searching; Postsecondary Education; Questionnaires; Telephone Communications Systems; Universities
IDENTIFIERS- *Canada
This report provides a summary of a survey of 42 Canadian university libraries conducted in 1984 which identified 20 libraries that were involved in providing services for off-campus and distance education students. Thirteen categories were established to classify the components of a comprehensive library service for such students in Canada. Data from the 20 libraries, the three universities in British Columbia, and the Open Learning Institute were then entered on a survey form designed to record each institution's involvement in these 13 categories and the forms were returned to the respondents for verification. A summary table displays the results of the data analysis for each of the libraries and each of the categories: (1) availability of core collections; (2) specific requests; (3) reference queries; (4) special telephone lines; (5) advertisement of services; (6) a librarian responsible for such services; (7) support staff responsible for such services; (8) provision of bibliographic instruction; (9) online bibliographic services; (10) interlibrary loans; (11) charges for services; (12) assessment of course needs; and (13) evaluation of service effectiveness. Also included are two handouts, "Funding an Off-Campus Library Service" and "Arguments to Justify the Establishment of a Toll-free Telephone Service for Off-Campus Students"; the form which defines the 13 categories; and a 15-item selected bibliography. (CGD)

ED 291 383 IR 052 281

Mayo, Kathleen, Ed.
Health Info at Your Library. A Guide to Developing & Promoting Consumer Health Information.
Florida State Library, Tallahassee.
PUB DATE- 87
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consumer Education; Family Health; Guidelines; *Health Programs; *Information Services; *Institutional Libraries; Library Networks; *Medical Libraries; *Outreach Programs; Publicity; *Public Libraries
IDENTIFIERS- *Consumer Health Information; Health Promotion

An outgrowth of three seminars sponsored by the State Library of Florida and the Florida Health Science Library Association in June 1985 for public, institution, and health sciences librarians, this guide is a direct response to those librarians' requests for help in letting their communities know that their libraries are accessible and reliable sources of health information. Following a brief introduction, the guide is divided into seven sections: (1) an overview of the Consumer Health Information (CHI) promotion project, which suggests a number of service options that libraries can offer and provides a list of readings to help libraries in establishing their own services; (2) suggestions for using posters, bookmarks, clip art, and other materials for promoting CHI services; (3) a sampler of existing library-based programs and services; (4) CHI resources, including kinds of materials that should be in the library collection, sources of some of these materials, information and hotline numbers, a list of professional and volunteer health organizations in Florida, and a list of federal health information clearinghouses; (5) sample reference policies and materials; (6) sources of information and materials on AIDS; and (7) sample brochures, fliers, and bookmarks. (CGD)

ED 291 384 IR 052 282

Incountry Resource Center Workshop. A Training Manual. No. T-48.
CHESS and Associates, Washington, DC.; PADCO, Inc., Washington, DC.
SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Aug 86
NOTE- 182p.
AVAILABLE FROM- Peace Corps, Information Collection & Exchange, Office of Training and Program Support, 806 Connecticut Avenue, NW, Washington, DC 20526.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Developing Nations; *Information Centers; *Information Dissemination; Information Networks; *Information Services; Information Transfer; *Scientific and Technical Information; Staff Development; Volunteer Training; *Workshops
IDENTIFIERS- *Peace Corps

Incountry Resource Centers (IRC) are vehicles for sharing technical information among persons working to further development goals, and the workshop described in this trainer's manual is designed to help local Peace Corps staff and/or volunteers to establish, expand, or improve an IRC appropriate to the needs and conditions of their country. Throughout the workshop, the participants will learn how to take full advantage of the Peace Corps Information Collection and Exchange (ICE) and its extensive resources by incorporating ICE services into an IRC to provide the technical information needed by volunteers and staff in their work. The workshop has 7 sessions presented over 3.5 days; each session is divided into two 1.5 hour segments, and alternate session designs are provided. The workshop design is flexible so that it may be adapted to local conditions, e.g., availability of staff or space. Designed for ease of use by workshop facilitator(s), the manual provides a description of each individual session which includes a list of goals, an overview, a list of objectives, suggestions for trainer preparation, a list of necessary materials, and step-by-step discussion of procedures for conducting that session. Trainer notes provide background information or suggestions, and master copies of necessary handouts are provided in a separate section following the session descriptions. (CGD)

ED 291 385 IR 052 283

Cousineau, Marie-Josee, Comp.
International Directory of Libraries and Documentation Centres in Terminology = Repertoire international des bibliotheques et des centres de documentation en terminologie.
Department of the Secretary of State, Ottawa (Ontario).; International Information Centre for Terminology, Vienna (Austria).
REPORT NO.- ISBN-0-6625-4277-0
PUB DATE- 86
NOTE- 207p.
AVAILABLE FROM- Infoterm, Heinestrasse 38, Vienna, Austria (free while supply lasts).
LANGUAGE- English; French

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Databases; Directories; *Documentation; Global Approach; Indexes; *Information Centers; *Information Dissemination; Information Networks; Institutional Cooperation; *Library Collections; Online Systems; *Reference Services; Shared Resources and Services; Special Libraries; *Vocabulary

Designed to assist terminologists, translators, librarians, and documentalists by promoting resource-sharing, networking, and cooperation in the transfer and dissemination of international terminological data, this directory lists information resources and reference services available from 60 libraries and documentation centers around the world. Profiles of these libraries and centers are presented in either French or English, depending on the language and by the respondent, with bilingual headings, and each entry, for the most part, provides: (1) the official name of the organization with which the library/documentation center is affiliated (names in Greek, Russian, Arabic or other non-Roman alphabets have been transliterated); (2) address; (3) other official name(s); (4) any unofficial name(s); (5) parent organization; (6) founding date; (7) staff; (8) primary clientele; (9) subject field(s); (10) collection(s); (11) specialized collection(s); (12) language(s) in the collection as a whole; (13) services; (14) access; (15) cooperation; (16) databases; (17) terminological data; (18) publications; and (19) library branches. Four indexes are provided: a combined index to organizations, acronyms, and abbreviations; an index to acronyms and abbreviations; a subject index; and a personal name index. This directory is the first product of the Clearinghouse for Bibliographic Exchange in Terminology (ClearTerm), which was created in April 1985 during the second Infoterm Symposium in Vienna. (CGD)

ED 291 386 IR 052 284

Laser Disk Systems in Libraries. Summary of Proceedings of FLICC/FEDLINK Institute (Washington, D.C., May 11, 1987).
Federal Library and Information Center Committee, Washington, DC.
Federal Library and Information Network.
PUB DATE- 11 May 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Databases; Elementary Secondary Education; Evaluation Criteria; Higher Education; *Information Retrieval; Information Services; Law Libraries; *Optical Data Disks; Public Libraries; School Libraries; State of the Art Reviews; *Technological Advancement; *User Satisfaction (Information)
IDENTIFIERS- Business Research; Library of Congress

This document summarizes the nine presentations made at an institute on laser disk systems in libraries held at the Library of Congress in May 1987. The first speaker, Linda Helgerson, discussed advances in CD-ROM technology as well as its advantages and disadvantages. Judy McQueen focused primarily on the disadvantages of CD-ROM and urged caution in adopting the new technology. Deborah Bezanson described the implementation and evaluation of patron access to the PsychLit database on CD-ROM in an academic library. Less satisfactory experiences with the use of INFOTRAC by law students and law professionals who had experience with online searching were described by Phil Berwick. Experiences with Books-In-Print Plus (BIP+) were related by Chester Pletzke, who was favorably impressed by the system but found that listings for publishers were not up-to-date. Charles Worsley discussed applications of CD-ROM in school libraries and outlined plans for implementing CD-ROM in a public school district. The costs of CD-ROM systems and problems in dealing with vendors and consultants were discussed by Charles Robinson. Linda Kosmin observed that most producers have been slow to recognize the market potential of scientific and technical libraries for the right products. The final speaker, Michael Halperin, described the advantages of DATEXT as a source of data on individual companies and industries. A list of exhibitors at the institute concludes the report. (CGD)

ED 291 387 IR 052 285

Armsby, Allen; And Others
Library and Learning Resources Management: Current Trends.
Further Education Staff Coll., Blagdon (England).
PUB DATE- 87
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Computer Assisted Instruction; *Curriculum Development; *Educational Resources; Financial Support; Foreign Countries; Higher Education; *Information Technology; Library Administration; *Management Information Systems; Needs Assessment; Open Education; Staff Role; Student Centered Curriculum
IDENTIFIERS- *Great Britain
The seven papers that make up this report focus on the impact of new information technology on curriculum and resource management at the college level in England and Wales. A brief preface, an introduction, and a foreword provide background information on the report and introduce the following papers: (1) "Curriculum Developments in Further Education--The Library's Role" (Allen F. Armsby); (2) "Open Learning" (Penny Savage); (3) "Student Centered Learning--Some Implications for Learning Resources Provision" (Leslie Boyce); (4) "Information Technology in College Libraries--A Solution Looking for a Problem" (Chris Leach); (5) "The Organisation and Management of Library and Learning Resources Services" (Clive Evans); (6) "Staffing and Funding of Library and Learning Resources Services" (Linda Davies); and (7) "Evaluating the College Library--Is It Worth It?" (Fred Chambers). References are provided at the end of each paper, and a glossary of acronyms is included. (CGD)

ED 291 388 IR 052 286

Library Information Skills Guide for Oregon Schools, K-12.
Oregon State Dept. of Education, Salem.
PUB DATE- 18 Nov 87
NOTE- 33p.; This document is printed on light brown paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Cooperative Planning; *Course Integrated Library Instruction; *Curriculum Enrichment; Elementary Secondary Education; Learning Resources Centers; *Library Skills; Literature Appreciation; Media Specialists; *Skill Development; Teachers; *Team Teaching

Cooperative planning by library media teachers and classroom teachers (K-12) in Oregon schools resulted in this program of library information skills instruction. Based on a skills continuum (sequential development of locational, inquiry-investigation, reporting, literature appreciation, and reading guidance skills), the program reflects a curriculum and format match with the Department of Education Essential Learning Skills and the English Language Arts Common Curriculum Goals. The correlation of the three documents has been divided into two specific areas of responsibility: those areas where the library media teacher is the principal instructor (locating information), and those areas where the classroom teacher and library media teacher complement each other in teaching the skill (understanding and appreciation of literature). The literature appreciation and information skills presented for mastery in this document appear at the third, fifth, eighth, and eleventh grade levels, although they may be introduced earlier, and it is expected that the learner will be able to demonstrate knowledge and application of the skill by the end of the prescribed grade. (CGD)

ED 291 389 IR 052 287

Everhart, Nancy
MMI Preparatory School Computerized Model Library.
MMI Preparatory School, Freeland, PA.
PUB DATE- 86
NOTE- 36p.; Photographs may not reproduce well.
AVAILABLE FROM- MMI Preparatory School Library, 154 Centre Street, Freeland, PA 18824 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Library Administration; *Library Automation; Library Circulation; Library Instruction; *Library Services; *Media Specialists; *Microcomputers; *Private Schools; Secondary Education; Word Processing
This booklet provides a detailed description of the computerization of the library of MMI Preparatory School, a private, non-sectarian college preparatory school in Pennsylvania for students in grades 7 through 12. Each of the following functions is investigated: (1) catalog card production; (2) online reference services; (3) circulation; (4) word processing; (5) graphics; (6) circulation of software; (7) circulation of hardware; (8) evaluations of hardware and software; (9) building the collection of computer reference materials; (10) library skills instruction; (11)) interlibrary loan services; (12) use of word processing to produce bibliographies; (13) use of database management programs for library management; and (14) a workshop for teachers. Recommendations are provided for others who may wish to emulate all or parts of the program, including a detailed time and cost analysis chart. (Author/CGD)

ED 291 390 IR 052 288

Mandel, Carol A.
Multiple Thesauri in Online Library Bibliographic Systems.
Library of Congress, Washington, D.C. Processing Dept.
PUB DATE- 87
NOTE- 108p.; Some pages contain small, light type.
AVAILABLE FROM- Customer Services Section, Cataloging Distribution Service, Library of Congress, Washington, DC 20541 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bibliographic Coupling; *Coordinate Indexes; Indexing; *Information Retrieval; Online Catalogs; *Online Systems; Online Vendors; *Search Strategies; *Subject Index Terms; *Thesauri
IDENTIFIERS- *Library of Congress
This report responds to the need for North American libraries to provide computer support for multiple subject lists or controlled vocabularies as they automate separate catalogs using specialized thesauri for certain subject areas, materials, and audiences in addition to their main library catalogs. The focus of the report is the integration of the areas of thesaurus management, subject authority control, and subject searching in a system where the thesaurus is maintained as an authority file, and is indexed and linked to bibliographic records for searching. Divided into five major sections, the report provides: (1) an overview of multiple thesauri and computer support for controlled vocabularies; (2) a discussion of thesaurus management, including computer support for relating multiple thesauri; (3) a review of subject authority control, including background information and descriptions of seven systems, i.e., ORION, WLN computer system, DOBIS as implemented by the National Library of Canada, UTLAS, Geac bibliographic processing system, Northwestern Online Total Integrated System (NOTIS), and Carlyle systems TOMUS; (4) a discussion of subject searching which includes online catalog search features and approaches to retrieval of multiple subject vocabularies; and (5) a description of computer support for multiple thesauri at the Library of Congress, including online subject authority control and online subject searching. A 17-item bibliography is provided. (CGD)

ED 291 391 IR 052 289

Weech, Terry L.
Report on 1987 Evaluation of the Illinois Board of Higher Education's Cooperative Collection Management Program.
Illinois Association of Coll. and Research Libraries, Urbana.
SPONS. AGENCY- Illinois State Board of Higher Education, Springfield.
PUB DATE- Nov 87
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Evaluation Methods; Higher Education; *Library Administration; *Library Collection Development; Program Evaluation; Questionnaires; Shared Library Resources; *Specialists; State Programs; Tables (Data)
IDENTIFIERS- *Illinois
An evaluation of cooperative collection management among academic libraries participating in the Illinois Collection Analysis Matrix (ICAM) was conducted in March 1987 by the Illinois Association of College and Research Libraries (IACRL) and the Illinois Board of Higher Education (IBHE). Data were gathered from two questionnaires, one of which was sent to the 28 ICAM libraries and the other to 58 ICAM subject specialists. The response rate was 82% for the institutional questionnaire (23 library directors), and 62% for the subject specialist questionnaire (36 subject specialists). Analyses of the data obtained through the questionnaires indicated that, overall, subject specialists and library directors were satisfied with the IACRL/IBHE efforts on cooperative collection development (CCD), although ratings of the various aspects of the program differed between the two groups. Additional evaluations based on ICAM data and other sources investigated the percentage increase of library collections; bibliographic and physical access provided by the libraries; subject specialists' assessment of values; internal validity of the Existing Strength Collection (ESC) and Current Collection Intensity (CCI) codes used in ICAM; and alternative funding models. Appended materials include copies of the two ICAM questionnaires; a tally of the responses to the institutional questionnaire; a summary of the responses to the subject specialist questionnaire; comparisons of ICAM collection growth among four Illinois university libraries and all ICAM libraries; and a comparison of research level collections as indicated by ESCs in the 1986 ICAM. (CGD)

ED 291 392 IR 052 290

Brady, Eileen D.
Selective Subject Guide to the UNF Library Reference Collection.
University of North Florida, Jacksonville.
PUB DATE- Dec 87
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- Academic Libraries; Cataloging; *Classification; Higher Education; *Indexing; *Reference Materials
IDENTIFIERS- Library of Congress Classification; *University of North Florida
This subject guide to materials in the reference collection of the Thomas G. Carpenter Library at the University of North Florida brings together reference works on similar subjects that are cataloged under dissimilar Library of Congress call numbers. The reference works listed are some of the more notable and frequently used titles in the collection and are representative of pertinent subject areas. The list is in alphabetical order and includes approximately 111 subject headings. Following each subject heading are the titles of pertinent reference works and their call numbers. (CGD)

ED 291 393 IR 052 291

Annual Program: Library Services and Construction Act, 1987-1988.
South Carolina State Library, Columbia.
PUB DATE- 88
NOTE- 122p.; For the 1986-1987 report, see ED 281 550.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Library Administration; Library Cooperation; Library Expenditures; *Library Services; Program Descriptions; *Program Development; *Public Libraries; Records (Forms); *State Aid; *State Libraries; State Programs; Statewide Planning
IDENTIFIERS- Library Development; *Library Services and Construction Act; *South Carolina State Library

This report presents the 1978-1988 annual Library Services and Construction Act (LSCA) program for the South Carolina State Library. This program includes fiscal information and project descriptions for the following LCSA projects under Title I-Library Services: (1) Projects IA-General Administration; (2) IB-Library Interpretation; (3) IIA-General Operations; (4) IIB-Strengthening the State Library Agency; (5) IIIA-Field Services; (6) IIIB-Career Education; (7) IIID-Service to the Disadvantaged; (8) IIIE-Library Development; (9) IIIF-Service to Children; (10) IIIG-Audiovisual Program; (11) IIIH-Public Library Automation and Technology; (12) III-I-Literacy; (13) IV-Service to the Blind and Physically Handicapped; and (14) V-Institutional Library Services. Proposals for a Title II project for public library construction and a Title III project for interlibrary cooperation are also described. Information provided includes the fiscal breakdown for each Title I project on federal (1987, 1988), state (1988), and local (1988) levels, LSCA staff and staff responsibilities, the operating budget for all title projects (1988 funds), and detailed project descriptions for all title projects, including individual project objectives, needs assessment, service groups, activities to be used to meet objectives, when and where project will be administered, key libraries involved, estimated cost and sources of funding, method of administering project, and method of evaluation. (CGD)

ED 291 394 IR 052 292

The South Carolina Program for Library Development, 1987-1990 under the Library Services and Construction Act (P.L. 98-480, FY 1988).
South Carolina State Library, Columbia.
PUB DATE- 88
NOTE- 72p.; For the 1986-1989 report, see ED 281 561.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Information Needs; *Library Cooperation; Library Networks; Library Personnel; *Library Planning; *Library Services; *Library Standards; Long Range Planning; Objectives; *Program Development; State Libraries; Statewide Planning
IDENTIFIERS- Library Development; *Library Services and Construction Act; *South Carolina; South Carolina State Library

Prepared as an outline of the long-range South Carolina Library development program required by the Library Services and Construction Act (LSCA), this document describes: (1) the library public, with emphasis on the disadvantaged, illiterate, blind and physically handicapped, persons with limited English speaking ability, the elderly, and the institutionalized; (2) library education, library networks, and South Carolina's libraries and their needs, including discussions of the state, public, institutional, academic, and major urban resource libraries, school library media centers, and TEC (technical College) learning resource centers; (3) the criteria, priorities, and procedures to be used for measuring the adequacy of library services, library buildings, and interlibrary cooperation; and (4) program goals and objectives, which include the strengthening of the state library, improving public library services, extending library services to the institutionalized and physically handicapped, and facilitating utilization of the state's total library resources by means of library cooperation. (CGD)

ED 291 395 IR 052 294

Sonnemann, Gail J.; And Others
Teaching Research Strategy: Resources for English 302 Instructors.
George Mason Univ., Fairfax, Va.
PUB DATE- Aug 87
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College English; *Course Integrated Library Instruction; Databases; Higher Education; *Information Retrieval; *Information Sources; Needs Assessment; *Reference Services; *Research Skills; Resource Materials; *Search Strategies; Teaching Guides; Worksheets
This instructional package describes techniques that reference librarians at George Mason University (Virginia) have found to be successful and offers specific suggestions for the application of those techniques to teach research skills to students in English 302. The first of three major sections discusses the assessment of student library skills, library skills objectives, the search strategy, and library instruction resources and strategies, and provides a checklist and timetable. The second section presents a list of library skill objectives for English 302 students which includes a teacher's guide to resources for the course. Outlines for eight lectures on search strategy are presented in the third section, which covers overview sources, bibliographies, indexes and databases, interpreting bibliographic citations, recognition of authoritative sources, locating sources, serendipity, and use of the reference desk for further information. Twelve appendices include a library pre-test with answer key; a glossary of library terms; a list of English 302 transparencies; handouts on subject encyclopedias, U.S. government documents, citation indexes, periodical indexes, and identifying and deciphering bibliographic citations; two worksheets on library research; and a list of handouts available at the reference desk. (CGD)

ED 291 396 IR 052 295

Urbana School Libraries: Curriculum, Operations, Services. Second Edition.

Urbana School District 116, Ill.
PUB DATE- Sep 87
NOTE- 355p.
AVAILABLE FROM- Thomas Paine School Librarian, 1801 James Cherry Drive, Urbana, IL 61801 ($19.00).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Curriculum Guides; Directed Reading Activity; Elementary Secondary Education; Learning Resources Centers; Librarians; *Library Administration; *Library Instruction; *Library Services; Library Skills; Media Specialists; Reading Programs; Research Skills; *School Libraries; Study Skills

This two-part manual presents both a library curriculum for elementary and secondary school students and a handbook of policies and procedures for library operations and services. Part 1 (238 pages) is a two-part library skills curriculum guide for grades K-12 includes brief discussions of general student goals, main ideas, and the thinking processes as well as an introduction to the curriculum. Organized by grade level(s), the curriculum on research and reference skills covers library orientation, arrangement of books, the card catalog, parts of the book, encyclopedias, periodicals and their indexes, geographical reference tools, biographical tools, other specialized reference tools, and report writing. The curriculum on literature and reader guidance covers literature study· book talks by librarians; independent reading programs; literature contests; a read-to program; exhibits, displays, and bookmarks; awards for children's books; book fairs; recycling books; peer recommendations; individual guidance; and special services to various groups of students. Part 2 (106 pages) on library operations and services details policies and procedures concerning library personnel; library material selection; budgeting; acquisition of both print and nonprint materials and equipment; district cataloging; circulation; inventory; audiovisual and computer services; faculty support services; supplementary resources; and public relations. Also provided are forms, records, charts, and a bibliography listing 55 print resources, 17 sound filmstrips, 1 film, 4 games, a chart, 5 kits, a recording, and two bookmarks. (CGD)

ED 291 397 IR 052 296

Gorman, Kathleen L.
Use of the University of Minnesota's Walter Library: A Follow-Up Survey of Student Users.
Minnesota Univ., Minneapolis. Univ. Libraries.
PUB DATE- May 84
NOTE- 73p.; For the earlier survey, see ED 284 570.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *College Students; Demography; Evaluation Criteria; Followup Studies; Higher Education; Library Facilities; Library Services; Library Surveys; Multiple Regression Analysis; *Predictor Variables; Questionnaires; *Student Characteristics; *User Satisfaction (Information); *Use Studies
IDENTIFIERS- *University of Minnesota
The purpose of this study conducted in May 1984 was to: (1) develop a demographic profile of the typical student user of Minnesota University's Walter Library; (2) confirm the validity of a similar survey conducted the previous year; and (3) determine why subjects used this particular library. The third objective was added to this survey via the inclusion of evaluative variables to determine whether a correlation existed between the students' overall satisfaction with Walter Library and their use/nonuse of materials and services, activities while in the library, reasons for choosing Walter Library, major areas of study, and grade point averages. A total of 555 students out of the 910 approached (61% response rate) completed questionnaires. Data collected were used to examine six hypotheses which suggested that overall student library satisfaction, number of visits within the past year, duration of library visits, and use/non-use of each of 10 areas of the library, nine specific library materials, and four specific library services were functions of such variables as user demographic characteristics. Pearson Product Correlation and multiple regression analysis were used to test the correlation, and it was concluded that the previous survey findings were valid. In addition, a demographic profile of the typical student user of the library was compiled through the tabulation of descriptive data. However, the evaluative variables added to this survey were no more conclusive in predicting why students used Walter Library. Five appendixes include the questionnaire, descriptive statistics, and multiple regression analyses of the data. (CGD)

ED 291 398 IR 052 297

Using Your Library Effectively.
Hennepin County Library, Minnetonka, MN.
PUB DATE- 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Adults; *Library Instruction; *Library Services; *Public Libraries; Reference Materials; *Search Strategies; *Users (Information); *Workshops

This collection of materials for a three-hour instructional program for young people and adults in the effective use of the public library includes an introduction to the program, a teaching guide for the librarian, a packet of materials for students, and a summary of 90 evaluations of the program as it was presented at two area libraries and three community libraries in the Hennepin County (Minnesota) Library system in 1987. The search strategy workshop begins with a slide or video tape introduction describing the range of resources available in the library, which is followed by a description of the book and microfiche catalogues. Participants are then given a tour of the library and instructed in the use of periodicals, periodical indexes, selected reference books, and how to expand their options for services and materials through interlibrary loan and Metropolitan and State Networks. Flip charts, transparencies, handouts, sample pages, and a slide tape show, "Books and a Whole Lot More," are used as visual aids. Approximately 400 people take and evaluate the course each year, resulting in an ongoing revision of the manual by the program librarians. (CGD)

ED 291 399 IR 052 299

Shabowich, Stanley A.
The Acquisitions Librarian in Academic Libraries.
PUB DATE- 85
NOTE- 18p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Budgets; Higher Education; Job Satisfaction; *Librarians; Library Administration; Periodicals; Questionnaires; *Research Libraries; *Resource Staff; Specialists; *Staff Role

The purpose of this study was to gather five categories of data on acquisitions librarians in academic libraries: which libraries employ them; their managerial status; their goals; the satisfaction they derive from their work and positions; and their influence on library policies. Two surveys, "Role of the Acquisitions Librarian in University and College Libraries" and "Acquisition Processes in Small University and College Libraries," were sent nationwide to 312 college and university libraries. Fifty-three percent responded with valid questionnaires. Principal findings revealed that: (1) five distinct classes of libraries could be identified and ranked--research, strong, good, acceptable, and marginal; (2) the position of acquisitions librarian is more prevalent at higher ranked libraries; (3) a significant percentage of good and acceptable libraries have combined the collection development manager's position with that of head of the acquisitions department; (4) non-librarian managers in strong libraries devote their efforts to running the acquisitions department, while managers at acceptable and marginal levels are also engaged in other work; (5) the number of non-managerial acquisitions librarians increases with the lower ranked libraries; (6) job satisfaction and ultimate professional goals in the position of acquisitions librarian increase with each reduction in library class; and (7) a large percentage of acquisitions librarians greatly influence decision-making. (CGD)

ED 291 400 IR 052 300

BIS Handbook: An Organizational Manual & Directory. Revised.
Association of Coll. and Research Libraries, Chicago, IL. Bibliographic Instruction Section.
PUB DATE- Dec 87
NOTE- 67p.; Prepared by the Communication Committee of the Bibliographic Instruction Section of the Association of College and Research Libraries. For the 1986 edition, see ED 282 565.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Administrative Organization; Committees; Group Membership; *Library Associations; Library Instruction; Programs; Publications; Records (Forms)
IDENTIFIERS- *ACRL Bibliographic Instruction Section; Association of College and Research Libraries; Bylaws

This handbook was prepared for the officers and committee members of the ACRL (Association of College and Research Libraries) Bibliographic Instruction Section (BIS). Published annually, the handbook details the organizational structure of BIS, provides procedural information, and highlights section activities and resources. In addition, the handbook lists committee charges and membership rosters, including those of the executive, advisory, clearinghouse, communication, computer concerns, conference program planning, continuing education, education for bibliographic instruction, librarian award, nominating, planning, policy, preconference, and research committees. Four appendixes provide forms for committee volunteers, budget requests, requests for payment, and change of address. (Author/CGD)

ED 291 401 IR 052 301

Cost-Benefit Analysis of U.S. Copyright Formalities. Final Report.
King Research, Inc., Rockville, Md.
SPONS. AGENCY- Library of Congress, Washington, D.C. Copyright Office.
PUB DATE- Feb 87
NOTE- 174p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Comparative Analysis; *Copyrights; *Cost Effectiveness; Fashion Industry; Feasibility Studies; Film Industry; Foreign Countries; *Intellectual Property; Interviews; Lawyers; *Legal Responsibility; *Ownership; Questionnaires
IDENTIFIERS- England; France; Sweden; United States

This study of the feasibility of conducting a cost-benefit analysis in the complex environment of the formalities used in the United States as part of its administration of the copyright law focused on the formalities of copyright notice, deposit, registration, and recordation. The U.S. system is also compared with the less centralized copyright systems of three members of the Berne convention: England, France, and Sweden. Data were obtained through interviews conducted via telephone calls and letters with key individuals from the U.S. copyright community, the U.S. Copyright Office, and non-U.S. intellectual property sources; a survey of 233 copyright attorneys and senior executives in the U.S. motion picture and textile industries; and a cost-benefit analysis of activities associated with copyright formalities in the U.S. Copyright Office. Four principal advantages of copyright formalities were identified: (1) they provide the potential for avoiding copyright infringement; (2) they enhance initiating and expediting infringement proceedings; (3) they provide prima facie evidence of the validity of the copyright; and (4) they provide a mechanism for collecting statutory damages. Opinions of respondents also showed that they overwhelmingly felt the U.S. system to be superior to non-U.S. copyright systems in several important respects. Hypothetical possibilities of maintaining the U.S. system but operating it differently so that it would help satisfy the requirements for Berne admittance were also explored. Three appendixes provide copies of the survey questionnaire; a list of individuals interviewed in England, France, and Sweden; and examples of questions asked about European intellectual property systems. (CGD)

ED 291 402 IR 052 302

White, Lucinda M.
Guide to Sources: Advertising. Revised.
Maine Univ., Orono. Raymond H. Fogler Library.
PUB DATE- Sep 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; *Advertising; Annotated Bibliographies; Classification; Higher Education; Indexes; Information Seeking; *Information Sources; Library Guides; *Reference Materials; Reference Services; Subject Index Terms
IDENTIFIERS- *University of Maine
This guide is designed to introduce the student to some of the major sources of advertising information available in the Fogler Library at the University of Maine. A brief description and exploration of the card catalog, Library of Congress Subject Headings, Library of Congress Classification System, and the Dewey Decimal System are included. In addition, a short overview of abstracts and indexes is provided, followed by an alphabetical listing of 10 such references that are the most relevant to the field of advertising. The location of each of these information sources in the library is noted. The remainder of the guide lists additional specialized library reference tools that supply information about advertising: (1) the periodicals printout (a computer print-out listing all periodical holdings of the library system); (2) bibliographies; (3) biographies; (4) dictionaries; (5) directories; (6) handbooks; (7) statistical references; (8) government documents; and (9) special collections (publications of state government agencies). Brief annotations accompany the majority of the examples cited. Concluding remarks point out that the following additional information sources are available to students: computer searches, a computer print-out listing specific periodical holdings in advertising, and the assistance of a reference librarian. (CGD)

ED 291 403 IR 052 303

Patterson, Thomas H., Comp.
Guide to Sources: American History.
Maine Univ., Orono. Raymond H. Fogler Library.
PUB DATE- Jun 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Academic Libraries; Annotated Bibliographies; Classification; Higher Education; Indexes; Information Seeking; *Information Sources; Library Guides; Local History; *Reference Materials; Reference Services; Subject Index Terms; *United States History
IDENTIFIERS- *University of Maine
Designed to introduce students to some of the basic bibliographic tools in American history available in the Fogler Library at the University of Maine, this guide begins by listing examples of relevant Library of Congress Subject Headings and providing brief explanations of the call numbers and classification systems (Library of Congress and Dewey Decimal) used in Fogler Library. It then lists and describes information sources in 16 categories: abstracts; atlases; bibliographies; biographical sources; card catalog; dictionaries; dissertations; encyclopedias; government documents (bibliographies and guides); handbooks; indexes; manuscripts; microform research collections; newspapers; style manuals; and subject headings. Brief annotations accompany the majority of the examples cited. A concluding notation informs students that additional information sources available to them include computer searches, a computer print-out listing specific periodical holdings in American history, and the assistance of a reference librarian. (CGD)

ED 291 404 IR 052 304

Patterson, Thomas H.
Guide to Sources: Canadiana. Revised.
Maine Univ., Orono. Raymond H. Fogler Library.
PUB DATE- Oct 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Academic Libraries; Annotated Bibliographies; Biculturalism; Canada Natives; Canadian Literature; Classification; Foreign Countries; Higher Education; Indexes; Information Seeking; *Information Sources; Library Guides; North American History; *Reference Materials; Reference Services; Subject Index Terms
IDENTIFIERS- *Canadian Studies; *University of Maine

This guide is a selective introduction to the major research tools in Canadiana found in the Fogler Library at the University of Maine. A brief description and explanation of the card catalog, Library of Congress Subject Headings, Library of Congress Classification System, and the Dewey Decimal System precede the annotated listing of specialized library reference sources on Canadiana. These materials are listed in 17 categories: general reference works; almanacs and annual guides; archives and manuscript collections; atlases; bibliographies; biographical sources; dictionaries; directories; dissertations; encyclopedias and handbooks; guides to instructional materials; indexes and abstracts; microform research collections (in process); newspapers; statistical references; government documents; and special collections. Concluding remarks inform students of the availability of a computer print-out of periodical holdings in Canadiana; computer researches; a collection of current Canadian telegphone directories; and the services and activities of the Canadian-American Center, Canada House, on the Orono campus. (CGD)

ED 291 405 IR 052 305

Goodwin, Bryan
Guide to Sources: Colleges & Universities, Graduate Programs, Transfer Information, Financial Aid. Revised.
Maine Univ., Orono, Raymond H. Fogler Library.
PUB DATE- Sep 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; *College Choice; *College Entrance Examinations; Graduate Study; Higher Education; Indexes; Information Seeking; *Information Sources; Library Guides; *Reference Materials; Reference Services; Student Financial Aid; Subject Index Terms; Transfer Policy
IDENTIFIERS- *University of Maine
This library guide lists some of the more useful sources of information about colleges and universities that are available in the Fogler Library at the University of Maine. The 99 items cited are listed in four categories: (1) colleges and universities, including general, graduate, and foreign programs; (2) preparation for admission exams; (3) transfer information; and (4) financial aid. Additional sources of information available through the library are also indicated, including a microfiche collection of information on U.S. and foreign colleges, a small hard copy collection of catalogs from northeast and eastern Canadian colleges, and a computer service providing details about career opportunities, two- and four-year colleges and graduate schools, and financial aid opportunities. (CGD)

ED 291 406 IR 052 306

Goodwin, Bryan
Guide to Sources: Education. Revised.
Maine Univ., Orono. Raymond H. Fogler Library.
PUB DATE- Aug 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Academic Libraries; Annotated Bibliographies; Bibliographic Databases; Classification; *Education; Indexes; Information Seeking; *Information Sources; Library Guides; Online Searching; *Reference Materials; Reference Services; Subject Index Terms
IDENTIFIERS- *University of Maine
An informal handbook for both the undergraduate and graduate student in education, this guide begins by briefly describing and explaining the card catalog, Library of Congress Subject Headings, Library of Congress Classification System, and the Dewey Decimal System. It then lists some of the more useful materials and reference works basic to general research and gives their location in Fogler Library at the University of Maine. The 14 categories of information described in the guide include: (1) abstracts and indexes; (2) audiovisual sources; (3) computerized searching; (4) directories; (5) dissertations; (6) encyclopedias and dictionaries; (7) free materials; (8) guides; (9) handbooks; (10) journals; (11) statistical sources; (12) style manuals; (13) tests; and (14) yearbooks. Brief annotations accompany the majority of examples cited, and the various collections of print and nonprint materials available in the learning materials center are briefly described. (CGD)

ED 291 407 IR 052 307

Goodwin, Bryan; Schroeder, Paul
Guide to Sources: Using ERIC on Dialog's On Disc.
Maine Univ., Orono. Raymond H. Fogler Library.
PUB DATE- Oct 87
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Libraries; *Databases; Higher Education; *Information Retrieval; Information Sources; Library Research; *Optical Data Disks; Reference Materials; *Search Strategies; Users (Information)
IDENTIFIERS- *DIALOG OnDisc; *ERIC; University of Maine
This user's guide to conducting a preliminary search of the ERIC (Educational Resources Information Center) database on CD-ROM (Compact Disk Read-Only Memory) begins by briefly describing the types of materials found in ERIC and explains the four steps common to the any computer search: (1) definition of topic elements and formation of concept groups of related terms; (2) gathering of terms of one concept group into a basic set of records; (3) modification of this set by adding new groups of related terms; and (4) display and printing of results. Computer commands and instructions for each of these steps are provided to reinforce the menus that appear on the screen during a search. Other useful commands are also briefly described, and students who wish more thorough searches of ERIC and/or access to information in other areas are advised to speak with the reference librarians. (CGD)

ED 291 408 IR 052 308

Johnson, Melvin W.
Guide to Sources: Music. Revised.
Maine Univ., Orono. Raymond H. Fogler Library.
PUB DATE- Aug 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; Classification; Indexes; Information Seeking; *Information Sources; Library Guides; *Music; *Reference Materials; Reference Services; Subject Index Terms
IDENTIFIERS- *University of Maine
Designed to introduce the student to some of the bibliographic tools used to locate information on music in the Fogler Library at the University of Maine, this guide begins by listing examples of relevant Library of Congress subject headings and providing brief explanations of call numbers and classification systems (Library of Congress and Dewey Decimal) used in Fogler Library. The materials in this selected list of sources of information available to the beginning researcher are then listed in nine categories: (1) bibliographies of literature about music and bibliographies of music; (2) biographical sources; (3) dictionaries and encyclopedias; (4) discographies; (5) indexes; (6) music history; (7) research guides; (8) style manuals and writing guides; and (9) thematic indexes. Brief annotations accompany the majority of the items cited, and the types of recordings and audiovisual materials available in the listening center are briefly described. (CGD)

ED 291 409 IR 052 309

Soifer, Libby P.

Guide to Sources: Social Work. Revised.
Maine Univ., Orono. Raymond H. Fogler Library.
PUB DATE- Jan 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Academic Libraries; Annotated Bibliographies; Higher Education; Information Seeking; *Information Sources; Library Guides; Online Searching; *Reference Materials; Reference Services; *Social Work; Sociology
IDENTIFIERS- *University of Maine Orono

This guide and annotated bibliography is designed to introduce students taking social work courses to the basic research tools in their field that are available in the Fogler Library at the University of Maine. Brief explanations and examples are provided of the relevant Library of Congress subject headings and call numbers used in Fogler Library, as well as the card catalog and computer search services available. The guide then provides an annotated listing of materials in nine categories: (1) abstracts and indexes; (2) bibliographies and guides (both general and specialized); (3) dictionaries; (4) directories; (5) encyclopedias; (6) federal and state government and legal publications; (7) statistical sources; (8) study guides; and (9) style manuals. (EW)

ED 291 410 IR 052 310

Soifer, Libby P.
Guide to Sources: Sociology. Revised.
Maine Univ., Orono. Raymond H. Fogler Library.
PUB DATE- Jan 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Academic Libraries; Annotated Bibliographies; Higher Education; Information Seeking; *Information Sources; Library Guides; Online Searching; *Reference Materials; Reference Services; *Sociology
IDENTIFIERS- *University of Maine Orono
This guide and annotated bibliography is designed to introduce sociology students to the basic research tools in their field that are available in the Fogler Library at the University of Maine. Brief explanations and examples are provided of the relevant Library of Congress subject headings and call numbers used in Fogler Library, as well as the card catalog and computer search services available. The guide then provides an annotated listing of materials in nine categories: (1) abstracts and indexes; (2) bibliographies (both general and specialized); (3) dictionaries; (4) directories; (5) encyclopedias; (6) guides; (7) statistical sources; (8) government documents; and (9) style manuals. (EW)

ED 291 411 IR 052 311

White, Lucinda M.
Guide to Sources: Term Paper Strategy.
Maine Univ., Orono, Raymond H. Fogler Library.
PUB DATE- Aug 87
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Libraries; Encyclopedias; Guidelines; Higher Education; Indexes; *Information Seeking; Library Guides; *Research Papers (Students); *Search Strategies
IDENTIFIERS- *University of Maine Orono
This two-page guide suggests an eight-step term paper research strategy for students using the Fogler Library at the University of Maine. The student is first guided to encyclopedias for overview articles with bibliographies, then directed to the card catalog; periodical indexes; and indexes for books, journal articles, and newspaper articles. Finally, students are directed to style manuals for assistance in organizing and writing the paper, and for footnote and bibliography preparation. (EW)

ED 291 412 IR 052 312

Browne, Mairead
Information Enterprises in Australia: A First Profile.
Kuring - gai Coll. of Advanced Education, Lindfield (Australia).
REPORT NO.- ISBN-0-909177-52-X
PUB DATE- 85
NOTE- 124p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Industry; *Information Centers; Information Scientists; *Information Services; *Information Sources; *Information Transfer; Models; Organizations (Groups); Surveys
IDENTIFIERS- *Australia (New South Wales); Information Industry; Information Sector; *Private Sector
The major objectives of this study of the private sector segment of the information industry in New South Wales, Australia, were to identify and categorize the information enterprises, and to provide a basis for the development of a broad model of the information transfer process. A non-random survey of information organizations was made, and the printed materials provided by the organizations were analyzed. Profiles were made of each of the 80 responding organizations that fit the "information enterprise" definition, although the organizations are identified by fictitious names. Information enterprises were then categorized into two major groupings--information management enterprises and information service enterprises--and categorized in sub-groupings within the two major groupings. A table was developed to summarize the services provided by both types of enterprises, and a model of the information transfer process was developed to relate the information enterprises and their activities to the wider information transfer process. The model is also provided in diagram form, and a 44-item reference list is provided. Six appendixes contain background material, a copy of the letter to organizations requesting information for the study, a list of organizations arranged in categories, and a list of the names and addresses of organizations that participated in the study. (EW)

ED 291 413 IR 052 313

Holden, Jill R. J.
Opportunities in the United States for Education in Book and Paper Conservation and Preservation.
PUB DATE- Jan 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Archives; *Books; Higher Education; *Institutes (Training Programs); *Internship Programs; Organizations (Groups); *Preservation; Professional Continuing Education; Seminars; Workshops
IDENTIFIERS- Book Binding; *Book Preservation; *United States

This paper describes opportunities for education in the United States in the field of book and paper conservation and preservation. Included is information on programs of study; internships; and courses, workshops, and seminars. Also provided is a list of organizations (with addresses and telephone numbers) and publications concerned with the conservation and preservation of books and other paper materials. A nine-item bibliography is included. (Author/EW)

ED 291 414 JC 880 008

Gabriel, Dennis
Characteristics of Successful Developmental Educators.
SPONS. AGENCY- Appalachian State Univ., Boone, NC. National Center for Developmental Education.
PUB DATE- Dec 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Faculty; Developmental Studies Programs; Postsecondary Education; *Remedial Instruction; *Teacher Characteristics; *Teacher Effectiveness; *Teacher Student Relationship; *Teaching Skills; Teaching Styles

The body of folk wisdom and research on the characteristics of successful developmental educators indicates, among other findings, that: (1) the single most important factor influencing learning is not the teacher but what the learner already knows; (2) excellence in teaching involves a genuine concern for students; (3) successful instructors are flexible, willing to learn from students, and able to create environments where all learners gain; (4) exceptional teachers have the ability to plan and present goals to students so that students see a connection between class work and job skills; have a respect for students; use a variety of techniques to encourage student participation; and give academic feedback to students and adjust teaching to provide specific remediation opportunities; and (5) the excellent instructor understands students and meets their needs because he/she demands excellence, and has skills and knowledge, the ability to generate motivation, and organizational talents. Most of the qualities of superior teachers identified in the literature fall under the self-actualization category of Maslow's hierarchy of needs. The implications of these findings are, first, that there is a difference between instructing and teaching/mentoring; second, instructors must demand excellence; and, third, instructors can become successful. A 27-item bibliography is included. (UCM)

ED 291 415 JC 880 059

Mecca, Thomas V.; Morrison, James L.
Pathways to the Future: Linking Environmental Scanning to Strategic Management.
North Carolina Univ., Chapel Hill. School of Education.; Piedmont Technical Coll., Greenwood, S.C.
PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; *Consortia; Educational Trends; Futures (of Society); *Long Range Planning; Models; Program Descriptions; Two Year Colleges
IDENTIFIERS- Environmental Scanning; *Strategic Planning
ED QUEST (Quick Environmental Scanning Techniques) is a strategic planning process designed to identify emerging trends, issues, and events which portend threats or opportunities for colleges and universities, analyze their probable impact on the institution, and facilitate the development of appropriate institutional strategies. A workshop was held in 1986 to demonstrate the ED QUEST model. Participants were asked to simulate the activities of an ED QUEST planning team of a hypothetical community college and to formulate the strategies that the college could follow over the next five years. The session began with an overview of ED QUEST, focusing on the primary activities of the process: (1) preparing for the process (2) developing a notebook of critical trends and events (3) defining the nature of the organization in terms of mission, key performance indicators, and strengths and weaknesses; (4) identifying and assessing the impact of critical trends and probable future events; (5) developing and assessing scenarios by analyzing trends and events; (6) selecting strategic options; and (7) incorporating those options into the strategic management process. Participants were provided with a notebook showing future prospects, handouts identifying the unique aspects of the college's mission and programs, a list of key indicators of institutional performance, and a list of institutional strengths and weaknesses. A brainstorming session was conducted to identify the trends and events the participants believed would influence the future of the college, and to vote on the top 5 critical trends and top 10 influential events. After further refining the list to identify critical trends and high impact/high probability events, the interrelationships between these trends/events were determined and the effects of the trends/events on the college's mission and performance were identified. The last activity was to develop strategic options based on a set of pre-prepared scenarios, and to identify the optimal strategies for inclusion in the college's strategic plan. A 15-item bibliography on strategic planning is included. (EJV)

ED 291 416 JC 880 060

Skinner, Elizabeth Fisk; Carter, Stephen
Texas Association of Junior and Community College Instructional Administrators Remedial Education Study.
National Center for Postsecondary Governance and Finance, Tempe, AZ.
SPONS. AGENCY- Texas Association of Junior and Community Coll. Instructional Administrators.
PUB DATE- Apr 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Credit Courses; Educational Diagnosis; *Noncredit Courses; Program Evaluation; *Remedial Instruction; *Remedial Programs; School Policy; State Surveys; *Student Placement; Testing Programs; Two Year Colleges
IDENTIFIERS- *Texas
In 1986, a study of remedial programs in Texas community colleges was conducted to determine the range of current practices and to assess the outcomes achieved. Each campus was sent a detailed self-study guide focusing on policies and practices related to assessment and placement, descriptive and evaluative information, policies related to course credit, and program strengths and weaknesses. Study findings included the following: (1) all but three colleges assessed new students' skills in reading, writing, and mathematics; (2) the colleges used a variety of commercially available testing instruments; (3) approximately 30 colleges reported assessing less than half of their new students; (4) of those new students assessed in reading and writing, about 40% were identified as needing remediation; (5) more than half of the students diagnosed as needing remediation in reading, writing, or math, actually enrolled in a remediation course; (6) in 32 colleges, remedial reading and writing were administered through the same organizational unit, while remedial mathematics was administered separately; (7) the most common configuration of remedial offerings was two courses in each of the remedial areas; and (8) only three institutions awarded degree credit for remedial reading or mathematics, while seven colleges allowed such credit for remedial writing. Recommendations developed by the colleges' self-study task forces and the self-study guide are included. (UCM)

ED 291 417 JC 880 062

An Assessment of Career Planning and Placement in Virginia's State-Supported Institutions of Higher Education. A Report to the Council of Higher Education and Virginia's State-Supported Institutions of Higher Education.
Virginia State Council of Higher Education, Richmond.
PUB DATE- Dec 87
NOTE- 233p.; Report submitted by the Task Force on Career Planning and Placement.
LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Guidance; *Career Planning; Community Colleges; *Counseling Effectiveness; Higher Education; *Job Placement; Program Effectiveness; Self Evaluation (Groups); *State Colleges; State Surveys; State Universities; *Student Personnel Services; Two Year Colleges
IDENTIFIERS- *Virginia

A task force was appointed by the Virginia Council of Higher Education to assess the quality of undergraduate career planning and placement and to make recommendations for the improvement of these services and activities. The report of the task force is divided into four chapters. Chapter 1 presents a short overview of Virginia's career planning and placement activities and their development. Chapter 2 summarizes and analyzes data on undergraduate career planning and placement activities in Virginia, including enrollment data, information on available programs and services, a profile of key personnel and professional staff, and budget information. Chapter 3 introduces a series of statewide issues which pertain to undergraduate career planning and placement services. This chapter also makes seven recommendations, of which the first two concern the programs and services all postsecondary institutions should provide (e.g., assessment aids, career resource materials, individual and group counseling, follow-up studies of graduates, and job listings/postings); services the institutions should seriously consider providing (e.g., services provided by alumni, experiential or cooperative education, career days, and computerized career information). The other recommendations concern policy statements on purpose and objectives; integration of services and information dissemination; evaluation; and follow-up procedures. Chapter 4 presents summaries of self-studies conducted by the institutions at the request of the task force and the findings of task force site visits. This chapter also includes institution-specific recommendations which go beyond those contained in chapter 3 in their focus on enhancing or augmenting basic services. (UCM)

ED 291 418 JC 880 063

Roueche, Suanne D., Ed.
Innovation Abstracts, Vol. IX, No. 1-28.
Texas Univ., Austin. National Inst. for Staff and Organizational Development.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.; Richardson (Sid W.) Foundation, Fort Worth, Tex.
PUB DATE- 87
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; *College Instruction; Community Colleges; Educational Improvement; Instructional Effectiveness; *Instructional Innovation; Program Descriptions; *Teaching Methods; Two Year Colleges; Writing Instruction

This series of one- and two-page abstracts highlights a variety of innovative approaches to teaching and learning in the community college. Topics covered in the articles include the use of Hollywood films as a tool for teaching history; displaced homemaker programs; the relationship between teaching and scholarship; helping students write for the real world; incorporating art assignments in science classes; increasing written output among academics; low-cost/high-impact marketing; the practicality of the liberal arts major; learning biology through writing; the instructional skills workshop as a mechanism for instructional and organizational renewal; the START program (Success through Attrition/Retention Techniques) at Jefferson Community College (Kentucky); the partnership exam at Ashland Community College; the "high tech" classroom as a theater for the mind; teaching critical reading as a way of teaching critical thinking; the Faculty Mentor Program at Austin Community College (Texas); writing as a way of learning; implementing a community college wellness program on a shoestring budget; in praise of exhibits; teaching mathematics as a language; beating the high cost of microcomputers; the New Mexico Junior College Part-Time Faculty Program; transitions from the classroom to consulting; bringing faculty together with the "Faculty Forum"; getting students to think; writing in the quantitative classroom; mid-course evaluations; the laboratory practical final; and tips for teaching excellence and student motivation. (UCM)

ED 291 419 JC 880 064

Abili, Khodi
A Two-Year Comprehensive Community College Model for Developing Nations: A Case of Iran.
PUB DATE- Jan 88
NOTE- 22p.; Excerpted from Ph.D. Dissertation, University of Michigan.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- College Admission; College Curriculum; *Community Colleges; *Educational Assessment; *Educational Development; Educational Finance; Foreign Countries; *Labor Force Development; Models; Two Year Colleges
IDENTIFIERS- *Iran
A three-part discussion is provided of the applicability of the comprehensive two-year community college model to Iran. Part I provides an overview of Iran's current economic status and manpower needs, the advantages that the development of a community college system would afford the country, the specific educational needs that could be met by a two-year postsecondary educational system, and the measures that would need to be taken to ensure the success of the institutions. Part II examines the components of the proposed community college model, focusing on (1) admissions policy, which would be more flexible than that of the existing colleges and universities in Iran, but more selective than the "open door" institutions in the United States; (2) institutional control and finance, which would follow a U.S. model of local control and institutional autonomy, but an Iranian model of central government financing; and (3) comprehensive curricula. Part III offers recommendations concerning the programs that should be offered by the institutions, including transfer education, technical-vocational education, agriculture education, teacher training, adult education, general education, remedial education, and guidance and counseling. Concluding comments stress the need to consider the values of the Iranian people, local customs and traditions, patterns of interaction, and indigenous academic traditions in order to implement the community college model in Iran. (UCM)

ED 291 420 JC 880 067

Fiscal Year 1987 Disadvantaged Student Grant Report.
Illinois Community Coll. Board, Springfield.
PUB DATE- Dec 87

NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Community Colleges; *Educational Finance; *Educationally Disadvantaged; Educational Testing; English (Second Language); Financial Support; Minority Groups; *Remedial Programs; *State Aid; State Surveys; *Student Personnel Services; Tutoring; Two Year Colleges
IDENTIFIERS- *Illinois

In the Illinois public community colleges, disadvantaged student grant funds are allocated by formula, with each eligible college district receiving a basic grant of $20,000, and the remaining appropriation distributed to each district based on the number of credit hours produced in the remedial and adult basic and secondary education funding categories. In fiscal year (FY) 1987, the total grant allocation to the colleges was $7,566,000. The 38 Illinois community college districts reported a total of 246,739 students who received support services, representing a total of 1,037,768 contact hours of special instruction and support services. Tutoring was the most heavily used support service, followed by testing and evaluation and educational/career counseling. The total number of contact hours reflects an increase of 55% over the number of contact service hours provided in the previous year, though the total number of students served decreased from 294,954 in FY 1986. Disadvantaged student grants provided 53,967 contact hours of adult basic education, adult secondary education, English as a Second Language, and remedial instruction and support services. Literacy development programs were attended by 10,630 individuals who did not read or who read below the fifth-grade level. Sixteen districts reported having developed support programs especially for minority students, with the major services provided being tutoring and counseling. Salaries and benefits constituted approximately 72% of the total expenditures, with the second highest cost of the grant programs being in administration. The disadvantaged student grant has become a major source of funding through which colleges provide the special services needed by academically disadvantaged students to succeed in their chosen program of study. Tables providing data by college are appended. (EJV)

ED 291 421 JC 880 068

Fiscal Year 1987 Unit Cost Report for the Public Community Colleges of Illinois.
Illinois Community Coll. Board, Springfield.
PUB DATE- Jan 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Expenditure per Student; *Expenditures; *Program Costs; Salaries; State Surveys; Two Year Colleges; *Unit Costs
IDENTIFIERS- *Illinois

Fiscal year (FY) 1987 results of the annual unit cost study of the Illinois public community colleges are presented in this report, based on data on course offerings, enrollments, and costs provided by the colleges. After an initial summary overview, data and analyses are presented showing net instructional unit costs for FY 1987 compared with previous years; net instructional unit cost, full instructional unit cost, and total institutional unit cost; net instructional unit cost by cost categories; indirect instructional support unit cost; net instructional unit cost by the seven instructional cost categories and by subject area; and unit cost comparisons. Highlighted findings include the following: (1) the FY 1987 state average instructional unit cost in the 39 public community colleges in Illinois was $99.82, representing an increase of $7.79 (8.5%) from FY 1986; (2) the state average for full instructional unit cost was $104.80, while the average total institutional unit cost was $112.45; (3) state averages for the cost categories comprising instructional costs were $38.16 for direct salary, $7.26 for direct department cost, $1.16 for direct equipment cost, $38.63 for allocated indirect cost, $14.10 for operation and maintenance, and $0.51 for building rental; and (4) state averages for support services were $8.38 for academic administration and planning, $3.88 for learning resources, $10.88 for student services, $2.88 for administrative data processing, and $6.42 for general administration. (UCM)

ED 291 422 JC 880 070

Craig, Ford M.
A Study Designed To Identify Organized Faculty Development Programs for Part-Time Faculty in Technical-Community Colleges.
PUB DATE- 88
NOTE- 65p.; Requirements for the Specialist Degree in Educational Administration, Kearney State College.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Community Colleges; *Faculty Development; Faculty Handbooks; *Institutional Characteristics; *Part Time Faculty; *Program Administration; Questionnaires; Surveys; *Teacher Participation; Technical Institutes; Two Year Colleges
In 1987, a study was conducted to identify organizational patterns facilitating faculty development programs for part-time instructors in technical-community colleges. The study involved a review of literature and a mailed survey to 80 public technical-community colleges in Nebraska, Wyoming, Colorado, South Dakota, Iowa, Missouri, and Kansas. A questionnaire was mailed to the presidents of the colleges, requesting information on written objectives, administrative responsibility for the program, levels of annual funding, basic program components, time frames, levels of participation, motivational mechanisms, and general assessments of effectiveness. Study findings, based on a 68.75% response rate, included the following: (1) the dean of instruction or dean of academic affairs was commonly charged with administrative responsibility for the program; (2) the most popular program components were a handbook or manual of some type, meetings between part-time and full-time faculty, assignment of part-timers to a mentor, and careful evaluation of adjunct faculty by administrators; (3) only four respondents indicated having written program objectives; (4) 50.9% of the respondents indicated that at least half of their part-time faculty attended development sessions; and (5) 5 respondents indicated that there was a monetary incentive for participation, 15 said attendance was required, and

23 indicated that part-timers had to be self-motivated to attend. The survey instrument and a 13-item bibliography are appended. (UCM)

ED 291 423 JC 880 071

Squires, G.
Education and Training after Basic Education: Organisation and Content of Studies at the Post Compulsory Level. General Report.
Organisation for Economic Cooperation and Development, Paris (France).
REPORT NO.- SHE/ET/87.15
PUB DATE- Oct 87
NOTE- 177p.; For a related document, see ED 262 202.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Case Studies; College Curriculum; Comparative Analysis; Curriculum Research; Demography; Educational Assessment; *Educational Trends; *Foreign Countries; *General Education; *Postsecondary Education; *Technical Education; Technical Institutes; Trend Analysis; Two Year Colleges; *Vocational Education

Drawing from case studies of the educational systems in 11 of the member countries of the Organisation for Economic Cooperation and Development (OECD), this report examines the curricular organization and content of post-compulsory education in Canada, France, West Germany, Italy, Japan, the Netherlands, Sweden, Switzerland, the United Kingdom, the United States, and Yugoslavia. Chapter 1 provides an introduction to the work conducted by the OECD in the area of post-compulsory education. Chapter 2 attempts to clarify and conceptualize the often ill-defined, complex, and confusing area of post-compulsory education, arguing that distinctions made in terms of educational status or in terms of age are not wholly satisfactory. Chapter 3 sets out the broad similarities and differences between the 11 countries, focusing on contextual variables in demography and employment, the education and training structures in each country, and current trends. Chapter 4 reports and analyzes the findings of the case studies in terms of the relationship between general, technical, and vocational education; the specific features of these three main types of post-compulsory education in each country; and the content, process, and structure of the curricula. Chapter 5 explores the future of post-compulsory education in light of the preceding analysis. Finally, chapter 6 highlights the main policy implications of the report. (EJV)

ED 291 424 JC 880 076

Lomax, Lynn A.
Environmental Scanning Project: A Dimensional Aspect of Needs Assessment in the Strategic Planning Process, Fall 1987.
Lane Community Coll., Eugene, Oreg.
PUB DATE- 87
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- *College Planning; Community Colleges; Demography; Educational Trends; *Long Range Planning; Needs Assessment; *School Community Relationship; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Environmental Scanning
The environmental scanning project described in this report was undertaken at Lane Community College (LCC) in Eugene, Oregon, to enhance the college's strategic planning process by anticipating events that might differ from the economic, social, and political conditions of the present. First, an overview is provided of the purpose and intent of the experimental project. The next sections look at the ways in which environmental scanning has been used within private and public sectors to identify and assign priority to major trends and to use this information to shape planning activities. Next, an overview of the *environmental scanning project* at LCC is presented, along with a list of sources selected for the environmental research. A series of trend abstracts are provided next, covering environmental impact; population; economics; social structure, values, and lifestyle; technology; education; and employment. Each trend abstract defines relevant terms, enumerates identifiable trends, discusses the possible implications of those trends, and identifies major information sources. The project report concludes with a 30-item bibliography on environmental scanning and strategic planning followed by four tables illustrating selected projections. (UCM)

ED 291 425 JC 880 077

Suchorski, Joan M.
Contract Training in Community Colleges.
PUB DATE- Dec 87
NOTE- 32p.; Graduate seminar paper, University of Florida.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Economic Development; Educational Trends; *Job Training; Labor Force Development; *Performance Contracts; Program Administration; *School Business Relationship; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Contract Training; *Santa Fe Community College NM
One of the most significant developments in higher education over the past decade has been the increased linkages between colleges and other organizations and institutions. A prominent and fast-growing form of linkage is contract training. Contract training refers to an arrangement in which a business, a government agency, or a community association contracts directly with a college for the provision of instruction to its employees, clients, or its members. Contract training programs can generally be clustered around several areas of activity: apprenticeship training, community-wide collaboration, community-based education, contract services for industry, economic development services, Job Training Partnership Act programs, faculty "return to industry" programs, program development sharing, and specialized programs. This review of community college contract training covers the following topics: (1) organization for delivery and extent of involvement; (2) types of training and current patterns; (3) problems and barriers to the full utilization of community college resources by industry; (4) benefits; (5) trends and predominant models; and (6) elements of successful programs. The next part of the report offers a case study of contract training at Santa Fe Community College (New Mexico), covering the same areas. The final sections examine policy issues, discuss implications for increasing participation, and offer conclusions. An 18-item bibliography is included. (UCM)

ED 291 426 JC 880 079

Edwards, Flora Mancuso; Mann, William
Minorities in Urban Community Colleges: Tomorrow's Students Today.
American Association of Community and Junior Colleges, Washington, DC. Urban Community Colleges Commission.
PUB DATE- 88
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Access to Education; *Affirmative Action; College Faculty; College Transfer Students; Community Colleges; Curriculum Development; Demography; *Enrollment Trends; *Minority Groups; School Holding Power; Student Recruitment; Teacher Recruitment; Two Year Colleges; *Two Year College Students; *Urban Education; *Urban Schools
An analysis is provided of trends and issues related to minority enrollment in urban community colleges. Following introductory comments, trends are examined in the areas of urban demography, elementary and secondary school enrollment, postsecondary enrollment, retention, major fields of study, degree attainment, and staffing patterns. The next section looks at ways in which urban community college trends parallel or diverge from those present throughout postsecondary education. Next, issues confronting urban community colleges as they endeavor to assure continued access and excellence to all of their constituencies are discussed, including the recruitment and retention of minority students; financial aid; academic preparation; sociocultural adjustment; minority student transfer to four-year baccalaureate institutions; the recruitment, retention, and promotion of minority faculty and staff; program and curricular development; community linkages; and research efforts to further expand both theoretical knowledge about the status and welfare of minority students and the practical applications of this knowledge. (UCM)

ED 291 427 JC 880 082

Venditti, Phillip N.; Bahruth, Robert
A Resource Manual for Introducing ESL Students to Aspects of American Culture.
Austin Community Coll., Tex.
PUB DATE- 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communicative Competence (Languages); Community Colleges; *Cross Cultural Training; *Cultural Activities; *English (Second Language); Foreign Students; *Interpersonal Competence; *Social Adjustment; Social Isolation; Two Year Colleges
In this manual, two methods for promoting English as a Second Language (ESL) students' involvement with and understanding of the host culture are presented: (1) visits by guest speakers; and (2) interactive errands executed within the bounds of the school or surrounding community. First, the philosophy underlying the manual is presented in terms of the significance of communicative competence, the importance of students' self-image, the role of classroom instruction, intelligibility, and evaluation. Next, the manual suggests supervised activities to prepare students for the interactive errands within the community. These activities include: (1) exercises to strengthen listening comprehension; (2) instructor explanations of the purpose of the activity and special vocabulary words and social protocols which might be relevant to the situation; and (3) student-teacher dialogue journals for orientation to and ongoing evaluation of activities. After discussing activities to prepare for and follow-up on guest speakers, the manual offers instructions for community interactive errands, including site visits and team quests; "human bingo," which requires students to obtain the signatures of several individuals fitting a number of descriptions; and idiom searches, which require students to ask three native speakers to explain and illustrate the use of an idiom. Suggestions for preparatory and follow-up activities are included. A bibliography and a reading list comprising a total of 38 items are included. (UCM)

ED 291 428 JC 880 083

Venditti, Phillip N.
Future-Perfect Writing: Individualized Real-World Writing To Empower Career-Conscious Students.
PUB DATE- 88
NOTE- 8p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Planning; Careers; Community Colleges; Program Descriptions; *Relevance (Education); *Student Motivation; Teaching Methods; Two Year Colleges; *Writing Exercises; *Writing Instruction; *Writing Skills

Community college students tend to perceive a gap between their current writing ability and the level of writing skill they expect to need as employees in the future. Unfortunately, college composition classes generally do a poor job of capitalizing on the true value of writing to career development, and fail to have students practice the kind of writing which will contribute directly to that development. In light of these curricular deficiencies, composition instructors should take pains to acknowledge to their students that there are good reasons, beyond the need for satisfactory grades in school, to write well. They should also provide students with an opportunity to discover and enjoy some of the benefits of good writing. The "Future-Perfect Writing" process addresses both of these goals. This process involves the following steps: (1) each student identifies a career field in which he/she has a strong personal interest; (2) within the chosen field, the student seeks two job-holders whose positions are similar to ones that the student would like to fill someday; (3) the student negotiates with the two designated community assessors to establish a writing task which approximates a real on-the-job responsibility; (4) when the student has completed the writing task to the satisfaction of the community assessors, the assessors sign a statement confirming that judgment; and (5) each student presents an oral account of his/her experiences and discoveries involved in the "future-perfect writing" project. This process reinforces students' understanding of how writing can be of value in their future careers, and provides individualized writing practice that can contribute to future career success. (EJV)

ED 291 429 JC 880 084

Venditti, Phillip N.
Two Tools for Building the Competence of Developmental Students and the Confidence of Their Teachers.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; Community Colleges; *Interpersonal Communication; *Remedial Instruction; Remedial Programs; *Teacher Morale; *Teacher Student Relationship; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Dialogue Journals; *Interactive Errands
A perennial challenge for developmental educators is to upgrade students' skills over many years without losing their own sense of professional dedication and momentum. Two instructional techniques that can be of use to developmental educators in meeting this challenge are interactive errands and dialogue journals. These activities enable students to transfer classroom learning into the community; bring students' out-of-class knowledge to bear upon classroom interactions; break down students' academic, cultural, linguistic, and social barriers; and enhance instructors' feelings of self-worth. Interactive errands are assignments which require students to make contact with people outside of class, induce their contacts to perform some predetermined behavior, and analyze the encounters afterward with instructors and fellow students. Examples of interactive errands are "human bingo," which requires students to get signatures from people in the community who fit certain requirements; "team quests," which require students to find information about historic sites; and collecting and analyzing billboards, advertising slogans, and bumper stickers in terms of their cultural significance. Unlike other journals, dialogue journals are shuttled back and forth from student to teacher at regular intervals in a reciprocal process in which both instructor and student share feelings and ideas respectfully, individually, and repeatedly. Students are free to write as much as they please on any topic, knowing that their instructor will respond fully and individually. Both dialogue journals and interactive errands encourage frequent, genuine communication and are relevant to students' lives outside and inside the classroom. (Author/EJV)

ED 291 430 JC 880 085

Johnson, Tanya
An Assessment of the Level of Faculty Burnout at Evergreen Valley College.
PUB DATE- Aug 87
NOTE- 58p.; Ed.D. Practicum, Nova University.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Community Colleges; Questionnaires; School Surveys; *Teacher Burnout; *Teacher Morale; Two Year Colleges
IDENTIFIERS- Evergreen Valley College IL; *Maslach Burnout Inventory
A study was conducted at Evergreen Valley College (EVC), Illinois, to assess the level of faculty burnout and to determine the need for personal and organizational interventions to reduce burnout and improve morale. The Maslach Burnout Inventory (MBI) was administered to all 105 full-time faculty at EVC, and scores for the MBI subscales of emotional exhaustion, depersonalization, and personal accomplishment were determined for the 80 responding faculty members. Study findings included the following: (1) 14 faculty had high scores on the depersonalization subscale, indicating early signs of burnout; (2) 17 faculty scored high on the emotional exhaustion subscale, indicating advanced cases of burnout; and (3) 51 faculty scored low on the personal accomplishment subscale. Based on study findings and comparison with normative scores on the MBI, it was concluded that feelings of personal accomplishment were particularly low for EVC faculty and that emotional exhaustion and depersonalization were not severe. Recommendations for addressing the problem of burnout at EVC were developed and given to the administration and faculty senate. A 31-item bibliography and appendices citing the institutional costs of burnout and providing ecological and congruence models for the study of burnout, the survey instruments, and a letter to EVC faculty summarizing survey results are included. (EJV)

ED 291 431 JC 880 086

Lutz, Thomas; And Others
Introduction to Microcomputers: A Competency-Based Approach. Instructor's Manual, Self-Paced Study Guide, and Student Exercise Manual.
Delaware County Community Coll., Media, Pa.
SPONS. AGENCY- University City Science Center, Philadelphia, Pa.
PUB DATE- 86
NOTE- 168p.; Additional funding provided by the Delaware County Community College Educational Foundation, the Ethel Sergeant Clark Smith Memorial Fund, and IBM Corporation.

LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Colleges; *Computer Literacy; *Computer Science Education; *Computer Software; *Microcomputers; *Programing Languages; Teaching Guides; Two Year Colleges; Workbooks
Delaware County Community College's (DCCC's) course, "Introduction to Microcomputers," was designed to develop the basic level of computer competency necessary to enter the college's microcomputer technology programs. Three manuals were developed for the course: an instructor's manual, a self-paced study guide for students, and a student exercise manual. The instructor's manual presents notes for the teacher along with the corresponding pages of the student exercise manual. Both the instructor and student manuals cover the following topics: group introductions, course goals, the IBM PC keyboard, care of diskettes, the functional structure of computers, software, the evolution of computers, computer categories, the operating system, home activity, disk operating system commands, telecommunications, DCCC's lab network, spreadsheets, database programs, mainframe computers, programming languages, sample programs, and printer styles. The self-paced study guide offers a list of materials in several modes (i.e., required and alternative texts, software, audiotapes, videotapes, and slides) that can be used to develop specific computer competencies. (UCM)

ED 291 432 JC 880 087

Student Enrollment Data and Trends in the Public Community Colleges of Illinois: Fall 1987.
Illinois Community Coll. Board, Springfield.
PUB DATE- Jan 88
NOTE- 50p.; For the fall 1986 report, see ED 277 438.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Day Students; Declining Enrollment; *Enrollment Rate; *Enrollment Trends; Evening Students; Full Time Equivalency; Full Time Students; Minority Groups; Out of State Students; Part Time Students; Public Colleges; State Surveys; *Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Illinois

Fall 1987 "end-of-registration" enrollment data were gathered for the 50 public community colleges in Illinois and compared with data from previous years. Highlights of the analysis indicate that: (1) the colleges enrolled 324,163 students in instructional credit courses, representing a decrease of 3.2% from the fall 1986 term; (2) full-time equivalent enrollment decreased 3.0% between fall 1986 and fall 1987; (3) the proportion of full-time students enrolled in community colleges increased from 28.7% in fall 1986 to 29.5% in fall 1987; (4) almost half of the full-time students were enrolled in pre-baccalaureate transfer curricula; (5) the number of male students decreased at a higher rate than the number of female students; (6) minority student headcount enrollment decreased in both numbers and the proportion of total student enrollment in comparison to the fall 1986 term; (7) the median age of community college students was 27.4 in fall 1987 and 28.0 in fall 1986; (8) over 45% of the students enrolled in fall 1987 had been enrolled at the same college the previous term; (9) the proportion of first-time students decreased from 34.6% in fall 1986 to 34.0% in fall 1987; and (10) enrollments decreased in all program areas except pre-baccalaureate transfer and vocational skills. Data is displayed in 14 tables. An appendix provides a breakdown of enrollment by classification of instructional programs codes. (UCM)

ED 291 433 JC 880 088

Kitchens, Helen M.
Statewide Longitudinal Study: Initial Report.
Wyoming Community Coll. Commission, Cheyenne.
PUB DATE- 87
NOTE- 30p.; The survey instrument is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Choice; Community Colleges; Longitudinal Studies; Majors (Students); Participant Satisfaction; Questionnaires; State Surveys; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Wyoming

In fall 1987, a five-year longitudinal study was initiated by the Wyoming Community College Commission, in cooperation with the community colleges, to determine the variables that affect student progress toward their personal, academic, and career objectives. The sample for the study consisted of 181 randomly selected first-time, first-year students attending one of the seven community colleges in Wyoming. An initial survey was conducted in October 1987 to develop a profile of community college students and identify their educational and career goals. Findings included the following: (1) 38% of the students were male, 100% were U.S. citizens, 88% were Wyoming residents, 96% were white non-Hispanics, and 71% had lived in Wyoming more than 10 years; (2) 70% were 18 or 19 years of age, and 75% had never been married; (3) 75% of the respondents' parents were married and 20% were divorced; 79% of the fathers and 75% of the mothers were between 40 and 60 years of age; 46% had three or more other children; 16% had an annual income of less than $20,000; and 27% of the fathers and 23% of the mothers were college graduates; (4) 32% of the students lived with their parents or other relatives, and 41% lived in college housing; (5) 48% studied in their bedroom or dorm room; (6) 39% received financial aid; (7) 69% had taken college preparation courses in high school, while 31% had taken vocational/technical courses; and (8) 39% were attending college to prepare for entry into a career or occupation, while 25% were earning credit for transfer to a four-year college. The survey instrument is attached. (UCM)

ED 291 434 JC 880 089

Hall, Judith I.; Petrie, Donna R.
Resources for Renewal: A Survey of Professional Development Practices in League for Innovation Community Colleges.
League for Innovation in the Community Coll., Laguna Hills, CA.; Monroe Community Coll., Rochester, N.Y.
PUB DATE- Sep 87
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Evaluation Methods; *Faculty Development; Institutional Characteristics; *Professional Development; *Program Administration; Program Costs; Program Effectiveness; Surveys; *Teacher Participation; Two Year Colleges

This report presents the methods and findings of a study to compile information regarding professional development practices at institutions in the League for Innovation in the Community College, a consortium of 19 community college districts. Following background information on the League, and introductory information on the purposes of and patterns in professional development in community colleges, the report presents summary statements on the structure of professional development programs at 18 individual League colleges. Next, the report discusses the research methodology and presents a copy of the survey instrument, which focused on institutional characteristics, information concerning the organization and planning of development activities, information concerning funding and personnel, information concerning participation in programs, and program effectiveness measures. Percentage responses are included. Next, the report provides a list of 50 ideas for professional development activities, and makes recommendations to the League. Finally, a resource directory and 32-item bibliography are presented. (UCM)

ED 291 435 JC 880 090

Cotnam, John D.; Ison, Sherrill
A Follow-Up Study of Non-Returning Students.
Monroe Community Coll., Rochester, NY. Office of Institutional Advancement.
PUB DATE- Jan 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Transfer Students; Community Colleges; *Dropout Characteristics; *Dropouts; *Enrollment Influences; Followup Studies; *Stopouts; Student Educational Objectives; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)
In spring 1987, a study was conducted at Monroe Community College (MCC) to determine the factors which influence attrition and retention, with particular focus on the reasons why students who have not graduated fail to return for succeeding semesters. Questionnaires were mailed to 452 former students, requesting information on students' rankings of the importance of various factors in explaining why they did not return to MCC, their likelihood of returning to MCC, their major reason for attending the college, their rating of their college experience, and their interest in having an academic advisor contact them. Study findings, based on a 39% response rate, included the following: (1) 90% of students reported personal rather than institutional factors as the primary reason for not returning; (2) 85% reported that no intervening college service would have helped them continue their education at MCC; (3) 81% rated their experience at MCC as excellent or good; (4) 78% reported that they either met their educational objectives at MCC or planned to return in order to meet these objectives; (5) differences between the day and evening registrants were evident in their initial objectives; and (6) day students (42%) were twice as likely as evening students (19%) to be attending college or university elsewhere at the time of the survey. The survey instrument is appended. (UCM)

ED 291 436 JC 880 091

Wenger, Gary E.; Lemme, Ronald
Developing an Institutional Plan for Computing.
College of DuPage, Glen Ellyn, Ill.
PUB DATE- 87
NOTE- 13p.; For the complete institutional plan, see JC 880 092.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *College Planning; Community Colleges; Computer Managed Instruction; Computer Oriented Programs; *Computers; *Computer Uses in Education; Costs; Educational Technology; Two Year Colleges

The College of DuPage (CD), a community college enrolling 28,890 students and employing 2,400 faculty, staff, and part-time student employees, decided to develop a plan for computing in order to inventory computing resources on campus; justify resources based on current capacities and limitations; identify opportunities for effective resource management; identify potential hardware and software problems; establish a unified approach for goal setting; set priorities; allow for more effective responses to technological changes; and provide a strategic direction to meet the current and future needs of the institution. The development of the institutional plan involved 18 steps, including the following: obtain executive management support and commitment, set up a team to be responsible for the planning effort, involve all levels of management, identify a planning process, conduct surveys to gather input, use reference material to formulate comparative data, review historical information on computer usage, set up active committees, review current and future technologies, and define financial considerations. This report on the planning process includes an overview of the resulting institutional plan for computing, including brief descriptions of the plan's chapters on the planning process, the current environment, academic computing, administrative computing, central computing, and summary recommendations and financial considerations. (UCM)

ED 291 437 JC 880 092

Wenger, Gary E.; And Others
College of DuPage Institutional Plan for Computing, FY88-FY90.
College of DuPage, Glen Ellyn, Ill.
PUB DATE- 3 Jun 87
NOTE- 199p.; For a report on the development of the plan, see JC 880 091.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgeting; *College Planning; Community Colleges; Computer Managed Instruction; Computer Oriented Programs; *Computers; *Computer Uses in Education; Costs; Educational Technology; Technological Advancement; Two Year Colleges
This planning document defines the computing needs of the College of DuPage for the 1988 to 1990 fiscal years and provides the strategic direction necessary to keep the college in step with technological advancements. The plan is divided into the following major sections: (1) the "Introduction" describes the major issues that will impact computing in higher education in the future; (2) "The Planning Process" explains how surveys were administered to solicit input and suggestions from user groups and describes the structure and responsibilities of the five planning committees; (3) "Current Environment" examines the college's current computer systems and facilities; (4) "Academic Computing" focuses on student usage, hardware needs, software needs, support needs, and action plans and financial considerations; (5) "Administrative Computing" looks at the information processing services which provide college management with the data necessary to make decisions, record data, and carry out the day-to-day operations; (6) "Central Computing" evaluates governance, systems software, systems hardware, communications, and networking for central computing, and makes appropriate recommendations; and (7) "Summary Recommendations and Financial Considerations," provides a concluding summary and describes special financial issues. Appendices include academic and administrative surveys, the community college survey, the institutional planning process, a computer services organizational chart, an institutional organizational chart, and a computer resources schematic. Seventy-five figures illustrate the text. (EJV)

ED 291 438 JC 880 096

Briggs, Linda
Skills-Intervention Instruction.
Sacramento City Coll., Calif.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; *Basic Skills; Community Colleges; Comparative Analysis; *Instructional Effectiveness; *Pretests Posttests; Program Effectiveness; Reading Skills; *Remedial Instruction; Remedial Programs; Sociology; Study Skills; *Teaching Methods; Two Year Colleges; Two Year College Students; Writing Skills

The GO Project was created at Sacramento City College (SCC) to help underprepared students achieve success in a transfer-level sociology course, while improving their reading, writing, and study skills. Throughout the fall semester, students in the GO Project engaged in reading, essay writing, and study skills practice which focused on the assignments and materials in the sociology class. A study was conducted to determine whether the improvement in students' skill levels justified the amount of energy that the course took. Four pre- and post-test measures were administered to two sections of the sociology class: the Nelson-Denny Standardized Reading Test, a five-question informal reading inventory, a student essay written in response to a critical thinking question, and a reading habit inventory. A comparison of the test results of Project GO students with those of non-GO sociology students revealed the following: (1) Project GO students demonstrated a *statistically significant increase in test scores on all four* measures; (2) Project GO students showed a significantly greater increase in scores on the informal reading inventory and on the essay writing measure than the comparison group; and (3) Project GO students did not show a significantly greater increase in scores on the standardized reading test or on the habit survey than the comparison group. (UCM)

ED 291 439 JC 880 097

McConochie, Daniel O.; And Others
Follow-Up of 1986 Graduates. Maryland Community Colleges.
Maryland State Board for Community Colleges, Annapolis.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
PUB DATE- Nov 87
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; *College Transfer Students; Community Colleges; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; Participant Satisfaction; Questionnaires; State Surveys; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Maryland
In 1987, a statewide survey was conducted to examine the experiences and perceptions of 1986 graduates of Maryland's community colleges 1 year after graduation. Questionnaires were mailed by each community college to graduates who received a certificate and/or associate degree between July 1, 1985 and June 30, 1986 (N=7,530). Study findings, based on a 55% response rate, included the following: (1) 48% of the degrees and certificates awarded were in programs designed to prepare the student for immediate entry into a particular career, and 43% were in programs designed to prepare the student for transfer to a four-year college; (2) the average time from first entering the college to graduation was 4.5 years; (3) 66% of the respondents were female and 15% were from a minority group; (4) 39% reported that transfer preparation was their most important reason for first attending the community college; (5) 81% said that the one reason they chose the community college was because of its good location; (6) 92% rated classroom instruction in their program as high; (7) 63% of the graduates were working full-time, another 21% were working part-time, 23% were full-time students, and 18% were part-time students; (8) 41% of the respondents attended another college after graduating from the community college; (9) 17% who transferred reported entering a major that was unrelated to their community college major; and (10) among graduates of career programs, 61% were working full-time in a job related to their community college major. The survey instrument is included. (UCM)

ED 291 440 JC 880 098

Kessler, Ronald P.
Can Reading Placement Scores Predict Classroom Performance? A Discriminant Analysis.
Rancho Santiago Community Coll. District, Santa Ana, Calif.
PUB DATE- May 87
NOTE- 74p.; Appended tables are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Community Colleges; Discriminant Analysis; Grades (Scholastic); *Predictive Validity; Predictor Variables; *Reading Skills; *Reading Tests; *Student Placement; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *College Board Assessment and Placement Tests
In 1986, a study was conducted by the Rancho Santiago Community College District (RSCCD) to evaluate the relationship between reading placement scores and classroom performance. The study sample consisted of students from fall 1985, spring 1986, and fall 1986 who had been tested using the College Board Assessment and Placement Test upon registering. An analysis of the relationship between course grades, the percentage of students who were successful, and placement scores indicated that there was only a modest relationship between placement scores and grades and that a fair number of students who had reading scores below the 25th percentile were successful (grade of "C" or better) in transfer-level courses. These findings suggested that placement scores were not a reliable predictor of classroom success for many courses and challenged the predictive-validity of such measures. A second part of the study utilized a series of discriminant analyses to determine the ability of reading scores to differentiate between successful and unsuccessful students in transfer-level courses. The results showed that only 46% to 79% of the students could be correctly classified on the basis of reading placement scores alone. Based on study findings, it was concluded that the use of cut-off scores was inappropriate since many students who would have been predicted to fail actually earned a grade of "C" or better. An appendix contains a series of tables of individual courses sampled with Spearman correlations and grade distributions. (Author/UCM)

ED 291 441 JC 880 099

Mabry, Theo N.
Program Review. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 88
NOTE- 6p.
CONTRACT- RI-88-062002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Programs; Community Colleges; *Data Analysis; Data Collection; *Evaluation Criteria; *Evaluation Methods; Models; *Program Evaluation; Qualitative Research; State Programs; Statistical Analysis; Two Year Colleges
IDENTIFIERS- ERIC Digests
Thoughtful, well-planned and systematic reviews of both instructional and noninstructional programs provide community colleges with a way of determining whether programs are meeting stated objectives and what standards of performance should be maintained. Programs that need improvement or should be eliminated can be identified, and fiscal accountability can be achieved. Program reviews generally have qualitative and quantitative components. The quantitative component utilizes the types of numerical data that are collected and reported to state agencies (e.g., student enrollment, weekly student contact hours, percentage of students completing the program, numbers of degrees granted, and numbers of students transferring to four-year institutions). In gathering qualitative data, students, faculty, advisory committee members and other members of the college community who have knowledge of or experience with a program are asked to share their perceptions and judgments. Quantitative and qualitative components are integrated into an institution's overall plan for program review in various ways, ranging from heavily qualitative to heavily quantitative. Three program review models representing different places on this continuum are Michigan's Program Review in Occupational Education, which is highly qualitative; the statewide program review process used by the Maryland comunity college system which stands on the quantitative side of the continuum; and Pasadena City College's and Foothill College's highly quantitative review models. (UCM)

ED 291 442 JC 880 100

Washington Community Colleges Fall Quarter Report 1987--Recap.
Washington State Board for Community Coll. Education, Olympia. Div. for Information Services, Research & Evaluation.
PUB DATE- 88
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Administrators; Age; College Faculty; *Community Colleges; *Courses; *Enrollment; Females; Full Time Equivalency; Males; Personnel Data; *School Personnel; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Washington

Fall 1987 data on student characteristics, course characteristics, and personnel in the Washington community colleges are presented in this report. The first section provides summary data on headcount and full-time equivalent (FTE) enrollments for 1983 through 1987; information on FTE's by funding source; and a comparison of state-supported FTE's by college. The next section focuses on student characteristics, providing data on full-/part-time status, age group, median age, gender, race, subject area, and new/continuing status. The third section presents enrollment data by course characteristics, with tables showing enrollment by funding source, course intent, subject, time, and location. Finally, personnel data are presented, including statistics on teaching faculty by employment status; numbers and percentages of employees and students by race, sex, and full-/part-time status; and the age structure of faculty and administrators. Selected findings include the following: (1) in fall 1987, the Washington community colleges served 163,278 students, representing an increase of 2.8% over 1986; (2) the average campus served 5,900 headcount and 3,300 FTE students; (3) the fastest-growing student groups were young students under 20 years of age and those 40 to 45 years of age; and (4) 42% of all students enrolled in fall 1987 were new to the college. (EJV)

ED 291 443 JC 880 103

Databook: Maryland Community Colleges.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- Jan 88
NOTE- 186p.; For the 1987 databook, see ED 278 445.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; *Degrees (Academic); Demography; Educational Certificates; Educational Facilities; *Educational Finance; *Educational Trends; *Enrollment; Enrollment Trends; Expenditures; Income; School Personnel; State Surveys; Statistical Data; *Student Financial Aid; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Maryland

Designed to provide information about the current status and future direction of Maryland's community college system, this report offers a summary and overview of all aspects of community college functioning in the state. Section I provides a general overview of higher education in Maryland, presenting a higher education organizational chart, a comparison of undergraduate credit enrollment to political subdivisions served, undergraduate credit enrollment headcount, and actual and projected Maryland births and high school graduates for the period 1964 to 1995. Section II focuses on fall 1987 enrollment, examining credit enrollment by transfer and occupational program area, credit enrollment by student status, enrollment by race, credit enrollment trends from fall 1983 to fall 1987, state funded credit full-time equivalent (FTE) enrollment, registrations in state-funded continuing education courses, continuing education noncredit enrollment by course intent, and FTE enrollment for state aid (1983-87). Section III offers information on student financial assistance, summarizing the number of awards, total funds, and average awards. Section IV focuses on degrees and certificates awarded in fiscal year 1987, while section V looks at revenues and expenditures, including costs of administering state aid, current unrestricted revenues, sources of support, and net cost per FTE student for fiscal years 1983-88. After section VI presents data on salaries and characteristics of college administrative and instructional personnel, section VII offers information on the physical facilities of the colleges. Finally, section VIII presents tables showing business and industry activities, and performance profiles for career credit and transfer credit students.

ED 291 444 JC 880 105

Lee, Valerie E.; Frank, Kenneth A.
Factors Facilitating Student Transfer from 2-Year to 4-Year Colleges.
Michigan Univ., Ann Arbor. School of Education.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- 15 Nov 87
NOTE- 64p.; An earlier version of this paper was presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Transfer Students; Community Colleges; Comparative Analysis; *Educational Mobility; *Enrollment Influences; Higher Education; High School Graduates; Predictor Variables; Socioeconomic Influences; Student Behavior; *Student Characteristics; *Terminal Students; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *High School and Beyond (NCES)
A study was conducted to investigate the probability of transfer from a two-year college to a four-year college for a random sample of 2,500 students who attended a community college within 2 years of high school graduation in 1980. Nationally representative longtitudinal data from the High School and Beyond study established the characteristics of the 1980 high school graduates, and grouped them by their primary activity within 2 years after high school. On background characteristics, high school behaviors, and achievements, community college students fell about midway between those who went to four-year colleges and those who did not go to college at all. The sample of community college students was divided in two groups: those who transferred to a four-year college (24.3%) and those who did not. Causal models were then used to obtain estimates of the effects of family and student background, high school and college behaviors, and outcomes on the probability of transferring to a four-year college. College behaviors (e.g., grade point average, completed courses in mathematics and science, and employment record) were found to have the strongest direct effects, although other factors, including social class, placement in the academic track, application to college while still in high school, and good grades and high standardized scores exerted important indirect effects on transferring. (Fifty-four references are included.) (Author/EJV)

ED 291 445 JC 880 108

Boyd, Vivian; And Others
Diagnostic and Prescriptive Interviews with Transfer Students in Academic Jeopardy. Research Report #16-87.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 87
NOTE- 16p.; Prepared by the Counseling Center Retention Study Group.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Advising; Academic Failure; *Academic Persistence; *College Transfer Students; Community Colleges; *Educational Diagnosis; Higher Education; *High Risk Students; *Performance Contracts; School Holding Power; State Universities; Student Personnel Services; Two Year Colleges
Full-time, degree-seeking students who transferred to the University of Maryland, College Park (UMCP), in fall 1983 and whose fall semester grade point average (GPA) was less than 2.0 (N=244) were invited to participate in a diagnostic and prescriptive program designed to help them figure out why their grades were low and how to prevent such grades in the future. The intervention program included an initial meeting with a counselor during which the student identified major causes of his/her low grades and worked with the counselor to draw up an academic action plan for obtaining assistance. Later, a follow-up meeting was held, during which the student and counselor discussed the actions the student had taken both within and beyond the academic action plan. Of the 244 students who received the invitation, 61 attended both meetings. Of these, 57% reported having pursued at least one of the campus resources for academic assistance listed on their action plan and 49% persisted and were in good academic standing in spring 1984. Study findings suggest that transfer students in academic jeopardy who meet individually with a counselor for diagnostic and prescriptive information, and who sign a mutually arrived at academic action plan, persist and do better academically than students who receive no such treatment. (Author/EJV)

ED 291 446 JC 880 109

Cox, Mary Ann
California Community Colleges as Providers of Remediation.
Learning Assessment Retention Consortium of the California Community Colleges.
PUB DATE- 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *College Role; *Community Colleges; Diagnostic Tests; *Minimum Competency Testing; Remedial Instruction; *Remedial Programs; *Statewide Planning; Student Placement; Two Year Colleges
IDENTIFIERS- *California
Described in this paper is a proposal concerning the responsibility of the California community colleges in providing remediation services and programs. The first part of the paper concerns the proposal itself. After a brief statement of the major issues under consideration, the conditions under which student success can be ensured in open access colleges are defined, stressing the need for mandatory assessment and placement in appropriate reading, writing, and mathematics courses; required enrollment in appropriate remedial courses the first semester of registration; specification of recommended competency skills levels for all courses; concurrent enrollment in college-level courses; support services; articulation activities with feeder high schools; and monitoring of student progress. Following this, the assumptions underlying the proposal are explained, including: (1) random self-placement of students into classes is not sound policy; (2) assessment, placement, and follow-up will increase the institution's ability to respond effectively to students; (3) assessment/placement is supported by students; and (4) campus-selected and locally normed tests reflect the specific needs of the communities served. The second part of the paper discusses three issues supporting the remediation proposal: the revision of academic standards in all segments of higher education; the scope of remediation; and constraints in determining a student's potential for success. (A 28-item bibliography is included.) (EJV)

ED 291 447 JC 880 110

Dickmeyer, Nathan; Cirino, Anna Marie
Comparative Financial Statistics for Public Community and Junior Colleges, 1986-87.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
SPONS. AGENCY- Association of Community Coll. Trustees, Annandale, Va.; Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- Feb 88
NOTE- 101p.; For the 1985-86 report, see ED 287 528. Small print in Appendix B may affect legibility.
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, NW, Suite 500, Washington, DC 20036-1178.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgets; Community Colleges; Comparative Analysis; *Educational Finance; *Enrollment; Expenditures; *Financial Support; Income; Instructional Student Costs; National Surveys; School Personnel; School Statistics; Teacher Student Ratio; Tuition; *Two Year Colleges
Comparative financial information for fiscal year 1986-87 is presented in this report, derived from two surveys of 535 public community and junior colleges. Chapter 1 provides guidance on the use of the report to compare institutional statistics with national and peer group medians; points out limitations of the data; and summarizes findings in the areas of expenditures, revenues, service area, and staffing. Chapters 2, 3 and 4 present data on the medians and quartiles for the full sample, offering information on expenditures, revenues, course enrollment distributions, salaries, and student/staff ratios. Chapter 5 contains medians and quartiles for peer groups classified by enrollment size and vocational/technical designation. Report highlights indicate that: (1) 50% of the institutions surveyed spent more than 61% of their operating budgets on instruction, research, public service, and academic support; (2) 50% spent more than 37% of their operating budgets on student services, institutional support, and plant operation and maintenance; (3) 50% spent more than 3% of their operating budget on computer-related expenses; (4) 50% received more than 68% of their revenues from state and local appropriation; and (5) 50% had student-to-faculty ratios for credit instruction of less than 17:1. Appendixes contain information on study methodology, sample surveys, and definitions of terms; a list of participating colleges showing peer group composition for each is also provided. (EJV)

ED 291 448 JC 880 111

Nebraska Technical Community College Areas Budget Report & State-Aid Request for the Fiscal Year 1988-89.
Nebraska Technical Community Coll. Association, Lincoln.
PUB DATE- 88
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Budgets; Capital Outlay (for Fixed Assets); *Community Colleges; *Enrollment; *Expenditures; *Financial Support; Income; Job Placement; Program Costs; *State Aid; State Surveys; Two Year Colleges
IDENTIFIERS- *Nebraska

This budget report for the Nebraska Technical Community College (NTCC) Areas contains information on enrollment, revenues, expenses, and capital improvements for the colleges as a whole and for each NTCC Area. Following a general summary of the appropriations and spending history of the colleges and a list of program sites statewide, the report offers enrollment data for 1986-87 and projections for 1987-88 and 1988-89, including both full-time equivalent (FTE), reimbursable education units, and headcount statistics. The next section deals with revenues, providing: (1) information on tax levy history; (2) a comparative tuition schedule; (3) a comparison of the percent of source revenue to total revenue; and (4) breakdowns of revenue by source and by area. Expenses are examined in the next section by program and major object code. The final section contains a capital improvement report. Appendices include a legislative history, notes on the budget preparation process and the budget, and definitions of terms. The total budget increase proposed for 1988-89 is $2,933,498, which represents a 4% increase over the 1987-88 budget. (EJV)

ED 291 449 JC 880 112

1986 Annual Report to the Board of Directors and the Technical Community College Areas.
Nebraska Technical Community Coll. Association, Lincoln.
PUB DATE- 87
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Board of Education Role; College Programs; Community Colleges; *Economic Development; *Educational Finance; *Enrollment; Enrollment Trends; Expenditures; Income; Job Placement; *State Boards of Education; Two Year Colleges
IDENTIFIERS- *Nebraska; *Nebraska Technical Community College Association

This annual report provides a general review of the significant activities and accomplishments of the Nebraska Technical Community College Association (NTCCA) during 1986, as well as enrollment, placement, program, and financial data on the Nebraska Technical Community College Areas. The report begins with an overview of the membership, organization, goals, and personnel of the NTCCA, a voluntary organization functioning as a state-level coordinating body for area governing boards. The next sections examine the ongoing office duties and responsibilities and special administrative activities of the association office; review the major association activities during the year; provide a legislative report; and present the NTCCA budget. An overview of the Nebraska Technical Community College Areas is presented next, highlighting activities, growth, and changes. This section includes an analysis of enrollment trends, in-state placement statistics, and program information, as well as historical data on revenues and expenditures, and information on agricultural assistance and other activities. Finally, the economic development activities of each technical community college area are described. (EJV)

ED 291 450 JC 880 116

University of Hawaii Community Colleges 1987 Annual Report.
Hawaii Univ., Honolulu. Office of the Chancellor for Community Colleges.
PUB DATE- 88
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; College Faculty; College Planning; College Programs; *Community Colleges; Degrees (Academic); Educational Finance; *Enrollment; Institutional Characteristics; State Colleges; State Surveys; *Statewide Planning; *Student Characteristics; *Teacher Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Hawaii

This 1987 annual report provides systemwide and institutional information on programs, enrollment, and finances in the University of Hawaii's six community colleges. The first section of the report reviews the accomplishments of 1987 with respect to program improvement, staff development, basic skills education, awards received, curricula, outreach delivery, partnerships, students on campus, international affairs, community services, special events, resource development, and facilities. The next section presents a mission statement for Hawaii's community colleges, and a chart of organizational structure. Brief systemwide profiles of enrollment, faculty, student services, continuing education, general funds allocation, programs of study, degrees and certificates awarded, and selected student and faculty characteristics are followed by data on student and faculty characteristics at each of the six individual campuses and the Employment Training Office. Next, plans for the coming year and the remainder of the decade are summarized from the report, "Hawaii's Community Colleges: New Directions for the 80's." Finally, a list of administrators, faculty, and staff is presented. (EJV)

ED 291 451 JC 880 118

Prager, Carolyn, Ed.
Enhancing Articulation and Transfer. New Directions for Community Colleges, Number 61.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-55542-912-2
PUB DATE- 88
NOTE- 107p.
CONTRACT- 400-83-0030
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Faculty; College Transfer Students; Community Colleges; Curriculum Development; Higher Education; *Intercollegiate Cooperation; Postsecondary Education; Program Descriptions; Statewide Planning; *Transfer Policy; *Transfer Programs; Two Year Colleges

This collection of essays offers a variety of perspectives on academic and procedural aspects of transfer and articulation activities. The volume includes articles on state, regional, and foundation-sponsored efforts to improve transfer processes, as well as essays concerned with programs to create vehicles and channels for interinstitutional faculty contact. The following articles are presented: (1) "Articulation and Dual Admissions," by Kenneth B. Woodbury, Jr.; (2) "Articulation Florida Style," by Robert S. Palinchak; (3) "Transferability in the Liberal Arts and Sciences," by Dympna Bowles; (4) "The Crucial Role of Faculty in Transfer Articulation," by Renee Berger and Aida M. Ortiz Ruiz; (5) "Transfer Relationships between Two-Year and Four-Year Technological Programs," by Gary Thomas; (6) "Accreditation and Articulation of Business Programs," by Mary Robertson-Smith; (7) "Winning Together: Negotiating Transfer Agreements in Allied Health," by Elizabeth C. King; (8) "An Information-Driven Articulation Model," by Richard D. McCrary; (9) "The Other Transfer Degree," by Carolyn Prager; and (10) "Sources and Information: Policy and Practice in Articulation and Transfer," by Anita Y. Colby and Mary P. Hardy. (EJV)

ED 291 452 JC 880 133

Zilkowski, R.; Lucas, John A.
Feasibility of Beginning a Program in Business Information Management. Volume XV, No. 9.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 30 Mar 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Education; *Business Education; Business Skills; College Programs; Community Colleges; Employer Attitudes; Feasibility Studies; Management Development; Management Information Systems; Managerial Occupations; *Middle Management; Occupational Surveys; Office Machines; Two Year Colleges; Vocational Education
In December 1986, a study was conducted at Illinois' William Rainey Harper College (WRHC) to determine the feasibility of beginning a Business Information Management (BIM) program aimed at the middle-management level. A survey was mailed to 795 organizations with 250 or more employees in neighboring counties, requesting information on the interest in the proposed program, starting salaries and job titles that would be offered to BIM program graduates, hiring requirements, and comments on the proposed curriculum. The study also examined characteristics of the companies, how they handled BIM, their level of automation, automation applications used by managers, plans for instituting BIM, use of word processing, and kinds of word processing packages used. Study findings, based on an 8.7% response rate, included the following: (1) the organizations interested in the proposed new program estimated that they would encourage 74 existing employees to enroll for a few courses, 27 to enroll in the certificate program, and 48 to enroll in the associate degree program; (2) the organizations indicated that they would hire 31 of WRHC's BIM associate degree graduates; (3) if the reported demand were spread over a 5-year period, the average semester headcount would be 44 to 100 (depending on course load) and the average semester full-time equivalent would be 40; (4) the median starting salary for those hired from the WRHC program would be $20,000; (5) 48.5% of the companies had a business information center; and (6) over 95% indicated that they used personal computers, and 88% used mainframe computers. Based on study findings, it was concluded that the proposed BIM program was very feasible. The survey instrument is appended. (UCM)

ED 291 453 JC 880 135

Lucas, John A.
Follow-Up Study of 1985 Harper Transfer Alumni. Volume XVI, No. 1.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 31 Aug 87
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alumni; *College Graduates; *College Transfer Students; Community Colleges; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; Participant Satisfaction; Questionnaires; Two Year Colleges; *Two Year College Students; Vocational Followup

In 1986, a study was conducted at Illinois' William Rainey Harper College (WRHC) to gather follow-up data on transfer-oriented students one year after they had accumulated at least 48 semester hours of credit at WRHC. All 634 alumni meeting these criteria were surveyed concerning their current education/employment status, their evaluation of WRHC, and their activity pattern while at WRHC. Study findings, based on a 75% response rate, included the following: (1) almost 41% of the transfer alumni were employed full time, in comparison to 30% of the respondents in previous surveys; (2) an all-time low of 63.5% were enrolled in college; (3) the jobs held by the alumni were for the most part office or clerical (15.3%), business or finance (14.6%), retail stores (10%), sales (8.1%), food service (7.8%), and health fields (7.6%); (4) the percentage of students transferring into engineering fields was 13.5% in comparison to previous years' averages ranging from 4% to 11%; (5) the 1985 alumni were less likely to transfer to a field similar to their WRHC major compared to past alumni; (6) since 1974, transfer students maintained or improved upon their WRHC grade point average at every institution except one; (7) the persistence rate of WRHC transfers (86%) was higher than the rates of other community college transfers or four-year college transfers, but lower than the rate of native students; and (8) alumni felt WRHC did the best job in broadening their horizons, increasing their maturity and self-confidence, and improving their communication skills. Detailed findings and the survey instrument are included. (UCM)

ED 291 454 JC 880 136

Jirak, Mary Ann; Lucas, John A.
Follow-Up Study of Former Students of the Executive Secretarial Program. Volume XVI, No. 2.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 31 Aug 87
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Skills; College Graduates; Community Colleges; *Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; Income; *Office Occupations Education; Outcomes of Education; Questionnaires; *Secretaries; Two Year Colleges; Two Year College Students; Vocational Followup
A study was conducted at Illinois' William Rainey Harper College (WRHC) to assess the current employment experiences of students who had been enrolled in the college's Executive Secretarial Program. The study population consisted of all 232 students who completed SEC-237 (Secretarial Seminar and Internship) between fall 1976 and spring 1986, and who majored in the Executive Secretarial Program. Study findings, based on a 57% response rate, included the following: (1) more than 77% of the former Executive Secretarial Program students were employed full-time, at an average salary of $19,800; (2) among those employed, only 5% had left the secretarial field; (3) most former students were working in large offices (over 20 persons) and in large companies (more than 500 employees); (4) 35% of the former students felt that they had been well prepared at WRHC, but that their skills were not fully utilized on the job; (5) only 5% felt they were underprepared for their jobs; (6) the most frequently used types of equipment were copy machines, calculating machines, electric typewriters, and personal computers; and (7) language skills and typing were rated the most valuable basic skills used on the job, though on-the-job training and instruction in office etiquette, oral communication skills, and word processing packages were also considered of high value. The bulk of the study report contains detailed results. The survey instrument is appended. (EJV)

ED 291 455 JC 880 137

Flaherty, Toni
Student Characteristics as Compared to the Community Profile, Fall, 1986. Volume XVI, No. 8.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 20 Jan 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Characteristics; Community Colleges; Continuing Education; *Demography; *Educational Trends; Enrollment; *Enrollment Influences; Enrollment Trends; Marketing; Questionnaires; School Surveys; Student Attitudes; *Student Characteristics; Student Educational Objectives; Student Recruitment; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Illinois (Palatine)
In fall 1986, a study was conducted at Illinois' William Rainey Harper College (WRHC) to provide a student profile for general information purposes, to gather data not available on the college's automated student data file, and to analyze WRHC's market outreach. Surveys were mailed to random samples of 500 credit degree students and 300 continuing education students. Response rates of 87% for degree credit students and 80% for continuing education students were obtained. Study findings included the following: (1) most of the demographic factors of students had remained fairly constant over last 5 to 10 years; (2) fewer students were interested in bus transportation or car pooling each year; (3) student enrollments dropped substantially in fall 1984, and slightly in 1985 and 1986, with the decline affecting all segments of the student population equally; (4) among continuing education respondents, students were planning to stay at WRHC for shorter periods, were less likely to take courses for general interest or personal development, and were more likely to enrolled for retraining or refresher purposes than in previous years; (5) employer financial contributions had increased for continuing education students; (6) the presence of the campus, the semester schedule, and the influence of friends and relatives continued to be the major factors in first getting the attention of residents; and (7) the major factors which actually attracted students to enroll at WRHC continued to be friends and relatives, convenience, the availability of specific programs and offerings, and low cost. The study report includes detailed results and the survey instrument. (Author/EJV)

ED 291 456 JC 880 138

Lucas, John A.
Follow-Up Study of 1986 Harper Career Alumni. Volume XVI, No. 9.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 29 Feb 88
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alumni; *College Graduates; *College Transfer Students; Community Colleges; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; Participant Satisfaction; Questionnaires; Two Year Colleges; *Two Year College Students; *Vocational Education; Vocational Followup
As part of an ongoing evaluation of the career programs at Illinois' William Rainey Harper College (WRHC), a follow-up study of 1986 program graduates was conducted and results were compared with previous years. Questionnaires were sent to 491 students who earned 48 or more hours during the 1985-86 academic year at WRHC. Study findings, based on a 75.6% response rate, included the following: (1) nursing and data processing were the two largest majors, representing 35% of the respondents; (2) about 62% of the career alumni were employed full time; (3) 25% were employed part time, the highest percentage in the history of WRHC; (4) 73% had obtained a degree or certificate from WRHC; (5) about 36% were continuing their education 1 year after leaving WRHC; (6) 2.5% were unemployed and seeking employment; (7) 69.5% were employed in a field that was either closely related or identical to their major at WRHC; (8) 35% were working in health-related fields, while 10% were in clerical or office-related jobs; and (9) of those not employed in their field of study, 22% said they could not find a job in their field, 35.5% preferred another field or could make more money elsewhere, and 26% were in transition on a temporary job. Detailed findings and the survey instrument are included. (EJV) (Author/EJV)

ED 291 457 PS 016 920

Gage, Gwendolyn Rowe
Can Education Be Separated from Moral Development?
PUB DATE- Feb 87
NOTE- 18p.; Paper presented at the Annual Conference of the Chicago Association for the Education of Young Children (Chicago, IL, February 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Concept Formation; *Developmental Stages; Justice; *Moral Development; *Moral Values; *Piagetian Theory; *Teacher Role; Theories; Value Judgment
IDENTIFIERS- *Justice Reasoning
This presentation: (1) outlines three educational approaches to moral development; (2) explains Piaget's stages of moral judgment; (3) reviews Piaget's ideas about the development of children's concepts of justice; and (4) discusses comments by contemporary educators concerning moral education and its implications. Outlined in Part I are character education, values clarification, and the cognitive-developmental approach to moral development. Part II reviews pre-moral, heteronomous, and autonomous stages of moral development. Implications of the stages are pointed out. Part III reviews immanent, retributive, and distributive categories of justice reasoning. Part IV explores ideas of Jean Piaget, Neil Postman, and Constance Kamii for suggestions of ways to support moral development and avoid indoctrination during children's early years. (RH)

ED 291 458 PS 016 969

Opravilova, Eva, Ed.
Preschool Education: Selective Bibliography of 1984, Part I and II. Information Bulletin.
Charles Univ., Prague (Czechoslovakia). Pedagogical Faculty.
PUB DATE- 87
NOTE- 600p.; For earlier bibliographies, see ED 211 182, ED 250 056, ED 264 936, ED 267 886, and ED 281 609.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Capitalism; *Child Development; Cognitive Development; *Educational Practices; *Educational Theories; Emotional Development; Ethical Instruction; *Foreign Countries; *Ideology; *Preschool Education; Preschool Teachers; School Organization; Social Development; Socialism; Special Education

This two-volume annotated bibliography cites 702 articles published in 1984 on a variety of issues related to preschool education in several Eastern and Western countries, including France, Great Britain, Czechoslovakia, the Union of Soviet Socialist Republics, Belgium, Canada, the United States, Austria, Poland, Switzerland, Ireland, East Germany, West Germany, and Rumania. Entries are classified into 13 main categories: (1) social and ideological basis of preschool education; (2) theoretical basis of preschool education; (3) organization of preschool education; (4) educators of preschool children; (5) play; (6) preschool instruction; (7) care of health and physical education; (8) social and emotional development and moral education; (9) speech and language education; (10) intellectual development and education of the intellect; (11) aesthetic education; (12) education of children requiring special care; and (13) the environment surrounding the child, including buildings, playgrounds, equipment, and facilities. (RH)

ED 291 459 PS 016 991

Kuiken, Jake
School-Age Child Care.

PUB DATE- Mar 85
NOTE- 22p.; The use of small print and colored paper may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Background; Educational Equipment; Educational Resources; Elementary Education; *Federal Aid; Foreign Countries; Individual Development; Instructional Materials; *Latchkey Children; Preschool Education; *Program Implementation; *School Age Day Care
IDENTIFIERS- *Canada; *Self Care; Self Management

This report provides background information about latchkey children. In addition, the report provides general information concerning school-age programs and some of the more readily available resources in North America. Among the issues considered are those which seem to be generating the most concern. These include staffing, qualifications, auspices, funding, alternate forms of care, ratios, relationship to preschool programs, and operation of joint preschool and school-age programs. Attention is also given to school-age day care in Alberta, starting a school-age program, self-care, and the future for school-age child care. Included at the end of the report, in addition to a list of references, are an 88-item bibliography, a 13-item resource list, and a list of basic equipment and materials to supply when beginning a school-age child care program. (RH)

ED 291 460 PS 016 992

Mayfield, Margie I.
Employer-Supported Child Care in Canada = Les Services de Garderie Subventionnes par l'Employeur au Canada.
PUB DATE- Mar 85
NOTE- 17p.
LANGUAGE- English; French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Annotated Bibliographies; *Classification; *Cost Effectiveness; *Employers; *Employer Supported Day Care; English; Foreign Countries; French
IDENTIFIERS- *Canada; User Characteristics
In this overview of employer-supported day care in Canada, several issues are discussed in English and French. Topics include: (1) development of employer-supported day care (ESDC) in Canada; (2) benefits of ESDC; (3) types of ESDC; (4) types of employers and reasons for establishing or supporting child care programs; (5) users of ESDC programs; and (6) obstacles to establishing ESDC programs. A table indicates advantages and disadvantages of six types of ESDC, including on-site centers, off-site centers, consortia, information and referral services, voucher systems, and slot or vendor systems. It is concluded that for some companies and organizations, ESDC can be appropriate, feasible, and worthwhile. An 8-item annotated bibliography is provided. (RH)

ED 291 461 PS 017 013

Eylon, Bat-Sheva; Razel, Micha
The Agam Project. Progress Report No. 1 (June-December 1983).
Weizmann Inst. of Science, Rehovot (Israel).
PUB DATE- Jan 84
NOTE- 7p.; For Progress Report No. 2, see PS 017 014.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Foreign Countries; *Preschool Children; Preschool Education; Program Descriptions; *Program Evaluation; *Program Implementation; Research Design; Teacher Education
IDENTIFIERS- *Israel
Described are the accomplishments of Project Agam during its first 6 months of operation. Discussion focuses on curriculum materials project staffing, program implementation, related research and evaluation plans, and teacher training. An outline of the projected work plan, including a pilot study and restricted and larger-scale experimental runs, is provided. (RH)

ED 291 462 PS 017 014

Eylon, Bat-Sheva; And Others

The Agam Project. A Research and Curriculum Development Program in Visual Education. Progress Report No. 2 (January-December 1984).

Weizmann Inst. of Science, Rehovot (Israel).
PUB DATE- Dec 84
NOTE- 127p.; For Progress Report No. 1, see PS 017 013. The Agam Project has been funded by Walter Schoenfeld, Seattle, and Ormat Turbines Ltd., Israel.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Ability; Creativity; Curriculum Development; Elementary School Students; Foreign Countries; Grade 1; Hebrew; *Inservice Teacher Education; Intelligence; *Preschool Children; Preschool Education; *Program Effectiveness; Program Evaluation; *Program Implementation; Questionnaires; Videotape Recordings; Visual Learning
IDENTIFIERS- Agam Method of Visual Education; *Israel

Reported are the main activities undertaken in Israel during 1984 as part of the implementation of the Agam Method of Visual Education for preschool children. When the program's curriculum units were translated from the French, a revised version of the Agam Program was developed which involved no major changes in program content. Program implementation, begun in December 1983, was continued during the 1983-85 school years at four preschools, and expanded to include implementation in a first grade class twice a week. During the year, teachers were trained and a video film presenting an overview of the program was produced for use in future teacher training sessions. Program implementation was evaluated by several means, including teacher questionnaires for each learning activity, discussions at periodical review meetings, teacher interviews, and classroom observations. Findings suggest that the program is suitable for 4- and 5-year-old children and for first graders, and that a considerable amount of teacher training is necessary for effective classroom implementation. Also reported are findings of two investigations of the Agam Program's cognitive outcomes, including effects on intelligence, creativity, and the visual skills of identification, memorization, and reproduction. Affective outcomes and other effects of the program are reported. Related materials, which are written mainly in Hebrew, are provided in the appendices, and include a questionnaire for the preschool teacher, a set of visual skills tests, the first year summary test, and a summary of cognitive research instruments. (RH)

ED 291 463 PS 017 046

Grant, James P.
The State of the World's Children, 1988.
United Nations Children's Fund, New York, N.Y.
REPORT NO.- ISBN-0-19-261723-0
PUB DATE- 88
NOTE- 95p.; For prior UNICEF reports, see ED 241 128, ED 248 946, ED 253 302, ED 258 687, ED 265 926, and ED 283 612.
AVAILABLE FROM- Oxford University Press, 200 Madison Avenue, New York, NY 10016 ($6.25).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Agency Cooperation; Breastfeeding; *Children; *Developing Nations; Foreign Countries; Global Approach; *Health Programs; *Immunization Programs; Infant Mortality; *Infants; International Cooperation; *Mothers; Nutrition; Program Effectiveness; Tables (Data)
IDENTIFIERS- Oral Rehydration Therapy
This special UNICEF report documents how an alliance of social resources--teachers, organizations, agencies--is beginning to help provide parents throughout the world with health knowledge that will benefit their children. Discussed are: (1) low-cost methods of protecting children's lives and growth which now prevent 2 million child deaths per year; (2) the benefits of the promotion of immunization and oral rehydration therapy; (3) the need for renewed commitment by the industrialized world to help the poorest; (4) the rights of families to knowledge about birth control, disease prevention, smoking, alcohol, and AIDS; (5) ways in which an alliance of agencies, schools, religions, media, and volunteers can bring health knowledge to parents; (6) how community health workers can support women in the developing world; and (7) the importance of the participation of all possible organized resources in "a grand alliance for children." Eight extensive tables of data support the text, and 13 text figures are included. In addition, 18 descriptive panels placed throughout the text describe the efforts of various countries and organizations to improve children's health, or provide progress reports on topics such as AIDS and breastfeeding. Footnotes to the tables, a glossary, a list of data sources, and a list of UNICEF's offices conclude the report. (SKC)

ED 291 464 PS 017 048

Steenland, Sally
Prime Time Kids: An Analysis of Children and Families on Television.
National Commission on Working Women, Washington, D.C.
PUB DATE- Aug 85
NOTE- 16p.
AVAILABLE FROM- National Commission on Working Women of Wider Opportunities for Women, 1325 G Street N.W., Lower Level, Washington, DC 20005 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Family; *Children; *Commercial Television; *Family Characteristics; Family Income; *Family Life; Family Problems; *Family Relationship; *Family Structure; Popular Culture; Television Research

This report is the first in a series examining television's treatment of specific issues in women's lives. This report focuses on the way in which children and families are portrayed on television and how this relates to the reality of families' lives. In particular, the report examines family interactions, income level, race relations, and child care issues as portrayed by television. It is concluded that in spite of a superficial semblance of reality, many of today's television shows are removed from the real world. (PCB)

ED 291 465 PS 017 078

Schneider, Klaus
Cognitive Task and Task-Outcome Evaluations in Preschoolers' Achievement-Striving.
PUB DATE- Jul 87
NOTE- 25p.; Paper presented at the Conference of the International Society for the Study of Behavioural Development (Tokyo, Japan, 1987). Filmed from best available copy. For related document, see PS 017 079.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bias; *Cognitive Ability; *Difficulty Level; *Expectation; *Failure; Foreign Countries; Intuition; Models; Nonverbal Communication; *Preschool Children; Preschool Education; Research Design; *Success; Toddlers
IDENTIFIERS- *West Germany
A series of studies demonstrates that preschool, preoperational children deal effectively with tasks by anticipating the likelihood of their success and failure. They manifest these expectations in their behavior: in their decision time for making predictions, in the distributions of these predictions, and in their approach to particular tasks. They are also able to make explicit certainty or expectancy statements when they are allowed to express what they know behaviorally. Preschool children use other information in a way similar to that used by school-age children and adults. Furthermore, they are influenced by a kind of motivational bias, anticipating more successes than seem warranted, especially for high levels of difficulty. Similar biases, however, have been observed in adults, especially when a response mode was used for which reality constraints were not strong. In general, results suggest a more positive view of young children's abilities to anticipate their future performance than that which has been held by other investigators of achievement behavior in children. Accounting for this outcome is the fact that tasks were used which enabled children to capitalize on their experience outside the laboratory and which tried to tap children's understanding by nonverbal methods. Nineteen references and 10 figures are provided.

ED 291 466 PS 017 079

Schneider, Klaus
The Development of Emotions in Preschool Children during Achievement-Oriented Striving.
PUB DATE- Jul 87
NOTE- 22p.; Paper presented at the China Satellite Conference of the International Society for the Study of Behavioural Development (Beijing, China, 1987). Filmed from best available copy. For related document, see PS 017 078.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Comprehension; *Discrimination Learning; *Emotional Response; Facial Expressions; Failure; Foreign Countries; Nonverbal Communication; Performance Factors; *Preschool Children; Preschool Education; Success; *Toddlers
IDENTIFIERS- Gaze Patterns; *West Germany

An attempt was made to document the beginning of children's ability to make cognitive-emotional discriminations between skill-dependent outcomes and chance-dependent outcomes of performance on tasks. Children between the ages of 2 and 5 years were administered structurally similar achievement games and effect games. It was thought that as soon as success and failure became more to children than just interesting effects with no relevance for self-evaluation, children would discriminate in their emotional reactions between similar physical signals representing either a skill-independent effect, or success or failure in an achievement task. Data were gathered by assessing children's emotional reactions in the two tasks and older children's understanding of the tasks. Subjects of Study I were 40 preschool children. Findings suggested that preschool children differentiated behaviorally--but apparently not conceptually--between events dependent on skill and events dependent on chance. Children manifested as much of a true smile (Darwin, 1872) in failure situations as in success situations; but zygomaticus reactions, or partial smiles, in success trials were somewhat more intense than in failure trials. In Study II children between 2 and 3 years of age were observed while they played the same two games. Findings indicated that children's looking behaviors discriminated between child and experimenter trials. A four-page reference list is included. (RH)

ED 291 467 PS 017 111

Denham, Susanne A.; Couchoud, Elizabeth
Young Preschoolers' Ability To Identify Emotions in Equivocal Situations.
PUB DATE- Aug 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 28-September 2, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Cognitive Ability; *Difficulty Level; Egocentrism; *Emotional Experience; *Identification; Individual Development; *Preschool Children; Puppetry; Research Methodology
IDENTIFIERS- *Emotions
To investigate the ability of young children to perceive the feelings of others, 44 preschool children with a mean age of approximately 3 years, 8 months were shown 12 vignettes in which a puppeteer emitting facial and vocal cues twice contrasted all possible pairs of happy, sad, angry, and afraid emotions. Mothers completed a questionniare containing narratives of all 12 vignettes and indicated the affective behavior that they thought their child would express in the depicted situations. In the performance of vignettes, a puppet of the same sex as the subject represented the emotion that differed from the emotion mothers had indicated their child would have. Children were asked: "How does the puppet feel?" To answer, children selected one of two cloth faces representing differing emotions and affixed it to the puppet. It was hypothesized that subjects would show a greater than chance ability to use personalized information about the puppet, rather than relying on their own experience, and it was expected that such ability would be age-related. In addition, personalized information was expected to be more readily used by preschoolers when the puppet's and their own emotions differed along positive or negative dimensions, and when certain pairs of emotions were contrasted. Findings supported each of these hypotheses. (RH)

ED 291 468 PS 017 115

Hubbell, Ruth; And Others
The Transition of Head Start Children into Public School. Final Report: Volume I.
CSR, Inc., Washington, D.C.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
REPORT NO.- BOA-105-86-8123
PUB DATE- Nov 87
NOTE- 115p.; For Volume II ("Formative Evaluation of 15 Head Start to Public School Transition Grantees") and Executive Summary, see PS 017 116 and PS 017 117.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Involvement; Comparative Analysis; *Compensatory Education; *Day Care; Demonstration Programs; Early Childhood Education; Elementary Education; *Elementary Schools; Grants; Program Development; Program Effectiveness; *Staff Role; Surveys; *Transitional Programs
IDENTIFIERS- *Project Head Start

Because the transition of Head Start children into elementary school can be a stressful time for children and parents, Head Start implemented a national transition initiative. This study examined the transition efforts of a responding sample of 108 Head Start programs (out of a stratified random sample of 144) and 15 additional Head Start programs that received special transition grants in 1986. This volume, the first of two, presents survey findings and a comparison of programs and transition grantees. Respondents included, for each program, the Head Start director, the principal of a randomly selected correspondent elementary school, a kindergarten teacher in that school, and parents of two children in that teacher's class who had formerly attended Head Start. In addition, for grantee programs, personnel surveyed included Head Start component coordinators, a Head Start teacher, and, for each program, a school district official. Project proposals were used to develop descriptions of each transition program. Findings indicated that Head Start programs with transition grants were more likely to conduct transition activities with schools than were programs without grants. Furthermore, grantees were more likely to transfer records and to involve school teachers and principals in transition activities. Grantee school teachers were more likely to talk with parents. Parents involved in grantee and other surveyed programs were very similar in their participation in transition activities and concerns. Effective transition methods and the barriers to transition are described. Forty-seven tables are provided. (RH)

ED 291 469 PS 017 116

Hubbell, Ruth; And Others
Formative Evaluation of 15 Head Start to Public School Transition Grantees. Final Report: Volume II.
CSR, Inc., Washington, D.C.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
REPORT NO.- BOA-105-86-8123
PUB DATE- Nov 87
NOTE- 96p.; For Volume I ("The Transition of Head Start Children into Public School") and Executive Summary, see PS 017 115 and PS 017 117.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; *Compensatory Education; *Day Care; Demonstration Programs; Early Childhood Education; Elementary Education; Formative Evaluation; Grants; Program Descriptions; *Program Development; Program Effectiveness; Public Schools; *Staff Role; *Transitional Programs
IDENTIFIERS- *Project Head Start
This volume, second of two, presents results of the formative evaluation of 14 Head Start programs that received grants for the purpose of demonstrating a variety of approaches to improving transition between Head Start programs and elementary schools. The evaluation was designed to obtain data on project implementation, successes, and obstacles. Ten grantee programs, which varied in geographic location, were surveyed by mail or through personal interviews; five which varied in program approach, geographic distribution, and auspices were selected for site visits. Respondents at the 14 cooperating sites included Head Start directors, program component coordinators, Head Start teachers, school district officials, school principals, school teachers, and former Head Start parents whose children were currently in kindergarten. Project proposals, which were used to develop descriptions of the transition programs, depicted transition activities unique to each project. Section 1 of the report provides the narrative descriptions of the 15 original programs (one site did not respond). Section 2 provides a quantitative analysis of the data that focuses on activities commonly conducted by grantees. Many programs cited the striking discontinuity that exists between Head Start and elementary school approaches to early childhood education. To deal with such discontinuity, the transition grantees developed a variety of activities, agreements, and approaches. Thirty tables are provided. (RH)

ED 291 470 PS 017 117

Hubbell, Ruth; And Others
The Transition of Head Start Children into Public School. Executive Summary.
CSR, Inc., Washington, D.C.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
REPORT NO.- BOA-105-86-8123
PUB DATE- Nov 87
NOTE- 8p.; For Volume I and Volume II, see PS 017 115-116.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Involvement; Comparative Analysis; *Compensatory Education; *Day Care; Demonstration Programs; *Elementary Schools; Grants; Program Development; *Program Effectiveness; Staff Role; Surveys; *Transitional Programs
IDENTIFIERS- *Project Head Start
Reported in this executive summary are findings of a survey and comparison of the transition efforts of a responding sample of 108 Head Start programs (out of a stratified random sample of 144) and 15 additional Head Start programs that received special transition grants in 1986. Respondents included, for each program, the Head Start director, the principal of a randomly selected correspondent elementary school, a kindergarten teacher in that school, and parents of two children in that teacher's class who had formerly attended Head Start. For grantee programs, respondents included those listed above as well as Head Start component coordinators, a Head Start teacher, and, for each program, a school district official. In addition to findings, effective transition methods and the barriers to transition are described. (RH)

ED 291 471 PS 017 118

Haas, Linda
Fathers' Participation in Parental Leave.
Swedish Information Service.
PUB DATE- Nov 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Rearing; *Fathers; Foreign Countries; Futures (of Society); *Leaves of Absence; Parent Participation; *Parent Role; *Sex Role; Social Change
IDENTIFIERS- *Parental Leave; Social Policy; *Sweden

Summarized are findings from an investigation of Swedish parents, who were studied to discover barriers to fathers taking time off from work to care for a newborn. Discussion focuses on: (1) fathers' participation in parental leave; (2) parents who take leave, and why; (3) barriers to fathers' participation in parental leave; (4) the potential of social policy for effecting sex-role changes; and (5) prospects for the future. In summary, the Swedish experience suggests that traditional exclusion of men from child care is highly resistant to change. Policymakers can give men opportunities to participate more in child care from the very beginning of their child's life, but many will not take advantage of such opportunities. While some structural obstacles to leave-taking appear to exist in the form of inflexible jobs, intolerant employers, and restrictions on income compensation, adherence to traditional sex-role attitudes seems to be an even more important reason why mothers remain responsible for child care in Sweden. Clearly, it is not just men who are content with the status quo, but women too are still most comfortable with a situation in which they are the ones primarily responsible for child care. The sexual division of labor is likely to persist in post-industrial societies for some time to come. (RH)

ED 291 472 PS 017 121

Preventing Out-of-Home Placement: Programs That Work. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
PUB DATE- 9 Jun 87
NOTE- 112p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-06407-2, $3.25).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Welfare; Costs; *Family Problems; *Family Programs; Foster Care; Hearings; *Intervention; Models; *Program Content; Program Descriptions; *Program Effectiveness; Social Services
IDENTIFIERS- Congress 100th; *Family Preservation Services; *Program Characteristics; Social Barriers

On June 9, 1987, a hearing was held for the purpose of receiving testimony about family preservation programs that aim to keep children out of foster care by strengthening troubled families. Testifying were program providers, a juvenile court judge, and families who have benefited from family preservation services. Testimony focused on the components of a successful family preservation program, populations for whom such programs are appropriate, and the timing and methods of intervention. Also discussed were how these preventive programs differ from other social services, barriers to their implementation or expansion, and their costs as compared to the costs of foster care or residential treatment. Prepared statements, letters, and supplemental materials include: (1) a description of a family preservation service delivery model; (2) a discussion of common goals, philosophies, and techniques of family-based services; (3) issues in building family preservation services as a core component of state child welfare systems; and (4) a statement of context and policy implications, a rationale, and applications for family preservation programs. Programs described were located in Maryland, New Hampshire, Florida, Iowa, California, and Virginia. (RH)

ED 291 473 PS 017 133

Hawkins, Robert P.; And Others

Foster-Family-Based Treatment: What Is It?
PUB DATE- Aug 87
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Children; Delivery Systems; Foster Care; *Foster Family; *Innovation; Program Descriptions; *Psychological Services
IDENTIFIERS- *Foster Family Based Treatment; *Program Characteristics
A foster-family-based treatment program recruits couples from the community that are willing to learn a set of treatment procedures and accept a disturbed or disturbing child or youth into their family. The couples apply the learned procedures consistently, and under supervision, while they also provide good care and parenting. Though superficially similar to foster care, foster-family-based treatment exists for the purpose of providing treatment, and not just food, clothing, and protection. Ten aspects differentiate the two types of services. A recent development, foster-family-based treatment does not fit neatly into any existing discipline, such as social work, special education, or psychology. Its intrinsic advantages include minimal restrictiveness and maximal generality with regard to the behaviors and situations it can address. Experience with the treatment indicates that foster-family-based treatment can also be intensive, in that it uses several powerful treatment technologies that converge to yield major changes in very significant behaviors. (RH)

ED 291 474 PS 017 134

Honig, Alice S.; Pfannestiel, Annette
Clinical Issues in Reaching Low-Income Fathers with a Program of "Information and Insights about Infants" (III).
PUB DATE- Mar 88
NOTE- 25p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (San Francisco, CA, March 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; *Fathers; High Risk Persons; *Infants; *Intervention; Low Income Groups; Parent Child Relationship; Parent Education; *Program Effectiveness; *Recruitment; Research Problems; Training; Videotape Recordings
IDENTIFIERS- *New Parents
Of a group of 67 low-income first-time fathers-to-be, half were randomly assigned during the second trimester of pregnancy to participate in an intervention program designed to acquaint them with information, insights, and clinically appropriate techniques of responsive care for infants. Fathers were videotaped in feeding interactions with infants at hospital discharge and at 1 month of age. During two 1.5 hour training sessions, the Information and Insights about Infants (III) program attempted to sensitize fathers to fetal and early infants' characteristics and behaviors; the need for early and responsive attunement to infant state and signals of distress; and ways to modulate distress. Soothing techniques were modeled with a doll. Intrauterine bonding was encouraged through specific skin contact with the pregnant partner. Difficulties in recruitment were caused by fathers' lack of commitment to partner or infant, suspicion of a project about babies, drug and alcohol abuse, illiteracy, or personality problems. At maternity clinics, pregnant women were enlisted to encourage their partners to participate. Transportation to the clinic and oral presentation of questions helped ensure father participation. Early identification of fathers, skill and persistence of the intervenor, and continuity of caring were identified as prognosticators of success in reaching fathers-to-be. (RH)

ED 291 475 PS 017 136

Minimum Standards for Schools: Grades Kindergarten and Above.
Texas State Dept. of Human Services, Austin.
PUB DATE- May 85
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Communicable Diseases; *Day Care; Discipline; Educational Environment; Elementary Education; *Elementary Schools; Equipment Standards; Food Standards; Health; Primary Education; *School Buildings; *School Personnel; School Safety; *State Legislation; State Licensing Boards; *State Standards

This document enumerates the minimun standards which have been in effect since May 1, 1985 for all Texas child care facilities offering educational programs in one or more grades for children ages 5 through 13. The following areas of concern are covered in the seven chapters: (1) organization and administration (in general, and of enrollment and records); (2) personnel (director and staff qualifications and responsibilities, training, and staff-child ratio); (3) buildings, grounds, and equipment (space, furnishings, equipment, toilet facilities, and use of facility); (4) fire, sanitation, and safety; (5) physical health (health requirements for children, illness or injury, medication, emergency phone numbers, and animals); (6) food service and nutrition; and (7) activities (operation, discipline and guidance, children with need for special day care, water activities, and transportation). A glossary follows the text of the standards. The first two appendixes present the Texas Human Resources code, Chapter 42, Regulations of Child-Care Facilities; and excerpts from the Texas Family Code. The remaining appendixes are on the following topics: child care facility immunization requirements; alternatives to physical punishment; communicable diseases; sanitization procedures for food service equipment; and criminal offenses from the Texas Penal Code. (SKC)

ED 291 476 PS 017 143

Moriarty, Sheila; Hoffmann, Rita
Different Voices: Responses from Minnesota's Many Families.
Minnesota Governor's Council on Families and Children, St. Paul.; Minnesota State Dept. of Human Services, St. Paul.
PUB DATE- Aug 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Rights; Day Care; Employer Supported Day Care; Family Characteristics; *Family Problems; *Family Programs; Family Violence; *Government Role; *Public Policy; *State Aid; State Government; *State Programs
This report was prepared as a result of Minnesota Governor Rudy Perpich's 1984 request that the Governor's Council on Families and Children review the status of Minnesota's families and children, report its findings, and determine the concerns of other interested people in the state. The report presents highlights and records comments from four public meetings and from a survey of people who had read an executive summary prepared earlier by the council. The information is arranged in the form of answers to the following questions: (1) What is the appropriate role of state government in supporting families and children? (2) What methods might be used to ensure that all children receive adequate health care? (3) What should be the roles of government, business, and the voluntary sector in helping families to secure adequate child care? (4) Who should provide education for parenting--and are schools responsible? and (5) How can government exercise a protective function for children in dysfunctional families and still respect the rights of all persons involved? The summaries and comments are followed by three appendixes: (1) Governor Perpich's executive order, which established the Council on Families and Children; (2) the text of the council's 1984 executive summary on the status of Minnesota's families and children; and (3) information on the survey, "We Need To Know," which elicited many of the comments in the body of the report. (SKC)

ED 291 477 PS 017 144

AIDS and the Newborn. Report on a WHO Consultation (Copenhagen, Denmark, April 9-10, 1987). Health for All 2000 Target 4.
World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
PUB DATE- Apr 87
NOTE- 24p.
AVAILABLE FROM- World Health Organization, Regional Office for Europe, Scherfigsvej 8, 2100 Copenhagen O, Denmark (Free of charge).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abortions; *Acquired Immune Deficiency Syndrome; Adoption; Disease Control; Foreign Countries; Health Education; Immunization Programs; *Infants; *Mothers; *Public Health; Public Policy
IDENTIFIERS- *World Health Organization

Reflecting worldwide concern over the spread of the AIDS epidemic, the Sexuality and Family Planning Unit of the World Health Organization's Regional Office for Europe brought advisors from seven European countries and the United States together to engage in a discussion of AIDS and the newborn, and that consultation forms the basis of this report. Topics addressed include: (1) the magnitude of the pediatric AIDS problem in Europe and in the United States; (2) diagnosis and surveillance of AIDS and HIV infection; (3) modes of transmission; (4) risk of transmission from mother to child; (5) screening for HIV infection; (6) termination of pregnancy; (7) counseling and education of pregnant women found to be HIV positive; (8) milk banks; (9) immunization; (10) follow-up HIV positive mothers; (11) treatment; and (12) fostering and adoption. Thirty-one references, 6 tables, and a list of participants in the consultation conclude the report. (SKC)

ED 291 478 PS 017 147

Sallee, Alvin L.; LeVine, Elaine S.
Identity Crisis among Adolescent Adoptees: Narcissus Revisited.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; *Adopted Children; *Emotional Problems; *Etiology; Individual Development; *Intervention; Literature Reviews; Models; *Psychotherapy; Stress Variables
IDENTIFIERS- *Identity Crisis; Identity Formation
Presented are: (1) a review of literature which attempts to define the nature of the adolescent crisis among adopted children; and (2) an attempt to develop a theoretical perspective on adopted adolescents which incorporates a biological-social view of the causes of adolescents' problems. The paper attempts to develop an intervention-guiding model by: (1) analyzing the research on adolescent adjustment among adoptees and adolescents in general; (2) identifying, through a new application of ego analytic theory, the sources of pressure that are unique to adopted adolescents; and (3) positing some social and psychological strategies for minimizing stress created by the identity crisis among adoptees. (RH)

ED 291 479 PS 017 148

LeVine, Elaine S.; Sallee, Alvin L.
Critical Phases among Adoptees and Their Families: Implication for Therapy.
PUB DATE- Sep 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adjustment (to Environment); Adolescents; *Adopted Children; Age Differences; *Family Life; *Family Problems; Guidelines; *Individual Development; Pathology; *Psychotherapy
Research indicates that families that adopt have many problems that would have existed even if the adopted child had been a biological member of the family, but that become more complex and intense due to adoption. A psychosocial and psychodynamic perspective toward family life suggests that in the adoption process, child and family pass through predictable phases that coincide with family and individual development. These phases are: (1) pre-awareness of the adoptive status; (2) dim awareness of a special state; (3) cognitive integration of biological and social differences; (4) personal and identity crisis of the adopted adolescent; and (5) concomitant acceptance of the biological and adoptive family. Compared to younger adoptees, those who are older pass through a similar set of phases, but move through the first two more rapidly because of their broader intellectual capacities, and through the last two more slowly because of their greater difficulty in bonding. Identification of these phases helps focus primary and secondary preventive therapy for adoptees and families experiencing typical adjustment difficulties and also helps target families in unusual stress. The body of this paper discusses the phases in detail, and then delineates signs of serious disturbances in adjustment to adoptions. A final section provides guidelines for conducting phase-relevant therapy with this population. (RH)

ED 291 480 PS 017 149

Landesman, Sharon; Jaccard, James
Goals, Satisfaction, and Social Support in Single- and Two-Parent Families.
PUB DATE- Apr 87
NOTE- 11p.; Outline of presentation and key findings presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Elementary School Students; *Family Structure; Fathers; *Goal Orientation; Mothers; *Nuclear Family; *One Parent Family; *Parent Child Relationship; Quality of Life; Questionnaires; *Social Support Groups
IDENTIFIERS- Satisfaction
Reported are findings from a study of the relation of family configuration to family functioning and to young children's cognitive and social development. Each of the 500 participating families had at least one child in elementary school and was interviewed and observed for an average of 15 hours. Findings reported in this paper concern families recruited during the first 6 months of the study. Data were obtained from three self-administered questionnaires concerning the priority and importance that members attached to broad family goals, the quality of family relationships, and sources of social support for parenting and family management. The most important goal domain for families was having strong, positive relationships among all family members. Single and married mothers did not differ significantly in how satisfied they were with their relationships with their children. Fathers were less satisfied than mothers. Single and married mothers differed in influences on their judgment about relationships. The greatest differences between one- and two-parent families were in the area of social support. Grandparents' involvement in one-parent families positively influenced mother-child relationships. Frequency of contact between married mothers and grandparents was negatively correlated with satisfactory mother-child relationships. The few fathers who discussed parenting issues with a close friend had more satisfying relationships with their children. Copies of 10 slides are attached. (RH)

ED 291 481 PS 017 150

Levinowitz, Lili Muhler; Gordon, Edwin Elias
Preschool Music Curricula: Children's Music Development Program.
PUB DATE- 87
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Development; Course Content; Curriculum Guides; *Developmental Stages; *Music Activities; Music Education; *Preschool Curriculum; Preschool Education; Teaching Methods; *Young Children
These developmental music curricula for preschool children 18 months to 3 years old, 3-year-olds, 4-year-olds, and 5- to 6-year-olds are specifically designed to meet perceptual-motor, cognitive-linguistic, social-emotional, and music needs of children of different ages. Materials provided in this paper include: (1) a rationale for early music experiences; (2) brief discussions of the music babble stage and informal music instruction; (3) descriptions of developmental characteristics in the major areas of human development; (4) the five curricula, including instruction in song, coordination and movement, chant, tonal pattern, rhythm pattern, and listening; (5) short descriptions of teaching methods to use in the six instructional areas; and (6) a brief note on assessing children's development in music. Related materials including tone patterns and related chords, tunes, chants, and a checklist for assessing children's movement, are appended. (RH)

ED 291 482 PS 017 151

Quist-Pena, Karen; Richarz, Sherrill
Female Single Parents Expressed Needs for Content of Parent Education Programs.
PUB DATE- 86
NOTE- 22p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Fatherless Family; *Mothers; *One Parent Family; *Parent Education; *Parent Participation; *Program Improvement; Questionnaires
IDENTIFIERS- *Support Services
This descriptive study, which was designed to improve the content of parent education programs, investigated perceived interests and needs of female single parents. Participants were 66 female, single, custodial parents between 20 and 44 years old with children 7 years of age or younger. The sample was drawn from mothers who were participating in family life education classes and whose children were enrolled full-time in on-campus child care facilities at community colleges in the urban Pacific Northwest. A 47-item questionnaire was developed to explore: (1) topics for parent education programs to address; (2) support such a program could offer; (3) factors influencing participation; (4) methods of information presentation; and (5) demographic variables. Findings indicated that mothers were interested in receiving instruction on several topics, including the understanding of children's emotional needs, effective disciplining techniques, methods of increasing effective communication, the process of learning how to deal with difficult issues, and ways to locate high quality child care. Mothers' interest in support services centered on programs offering recreational or stress-relieving activities and opportunities to locate male role-models for their children. Findings concerning program participation suggested a need for particular class schedules and indicated preferences for certain ways of presenting information. (RH)

ED 291 483 PS 017 152

Jackson, Jacquelyne R.
Black Fathers of Infants: Attitudes and Values Associated with Being a Father.
PUB DATE- 16 Aug 86
NOTE- 44p.; Paper presented at the Annual Meeting of the Association of Black Psychologists (Oakland, CA, August 16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Family; *Blacks; *Fathers; Infants; Interviews; *Motivation; *Parent Attitudes; *Parent Role; Profiles; Research Needs
IDENTIFIERS- *Satisfaction
This study, which centers on attitudes toward being a father, reports results of open-ended interviews with black fathers of infants. Findings challenge prevailing assumptions that characterize black fathers as uninvolved with their offspring and unwilling to make material contributions to support them. The 32 men interviewed were employed fathers in 2-parent families that were involved in a study of black infants' social development. Fathers were questioned about their motives and satisfactions in holding a paternal role, frustrations as fathers, and supports and barriers to enacting their roles. Descriptive analyses revealed that being a father was a core motive and organizing principle for participants' life-styles. Being a model to their infants and a guiding force in their children's lives were primary objectives for fathers. Family life experiences and family relationships were primary satisfactions associated with being a father. Fathers' jobs and incomes were second only to their relationships with their wives as critical supports in fathers' efforts to meet their standards of fathering. Findings are discussed as strong evidence of contemporary black fathers' commitment to their children's emotional and physical welfare and their eager participation in family life experiences. (RH)

ED 291 484 PS 017 154

Honig, Alice S.; Wittmer, Donna S.
Socialization and Discipline for Infants and Toddlers.
PUB DATE- Nov 87
NOTE- 24p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Chicago, IL, November 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; Child Caregivers; Child Development; *Discipline; Early Childhood Education; *Infants; *Interpersonal Relationship; Prosocial Behavior; Self Control; *Socialization; *Toddlers

Discipline means teaching children socialization rules, so that they eventually learn self-control. Discipline must be used in the context of a warm, caring relationship, with the realization that it takes time for young children to absorb and understand what is being taught. In addition, appropriate discipline depends on an understanding of developmental stages which allows one to decide which situations require discipline. Many potential disciplinary problems can be prevented by carefully planning the child's environment, being clear and consistent about rules, noticing children's needs and differences, keeping promises, and refocusing children who are engaged in inappropriate behavior. When behavior becomes a problem, there are a number of techniques which can be used with infants and toddlers: (1) change the environment; (2) offer choices; (3) use the "hold and talk" technique for tantrums; (4) remind about rules; (5) model good behavior; (6) offer alternative means for expressing aggressive behavior; (7) appreciate and encourage socialized behaviors, even if they are only beginnings; (8) firmly share concerns about hurting others; (9) help children see connections between what they do and how it affects other children; (10) help children to see the connection between their misbehavior and deprivation of their play situation when time-out is used; (11) give children words to express strong emotions; and (12) show affection and try to see humor in the situation. Forty references are provided. (PCB)

ED 291 485 PS 017 156

Shimura, Yoko
Mother-Infant Interaction as an Original Point in Music Education--Spectographic Studies on the Pleasure Sign of Two-Month-Old Infants.
PUB DATE- Jul 87
NOTE- 20p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Auditory Stimuli; Communication Research; Foreign Countries; Individual Differences; *Infants; *Mothers; *Music Education; Nonverbal Communication; *Parent Child Relationship; Singing
IDENTIFIERS- Japan; Melody; *Motherese
Eight 2-month-old Japanese infants and their 25- to 30-year-old mothers participated in an investigation of the characteristics of pleasure vocalization, correlations in pitch and duration between motherese and pleasure vocalizations, and similarities in the melody types of motherese and pleasure vocalizations. Motherese, infant vocalizations occurring in response to it, and the mothers' responses to infants' vocalizations were analyzed by sound spectrograph. Sound spectrograms of the vocal sounds of the infants and the mothers were classified according to the scheme used by Wasz-Hockert and others (1968). Findings indicated that, as a general tendency, pitch agreement was seen in each mother-infant pair. Mothers replied to the high-pitched voices of their infants in a higher pitch than usual, as if they were influenced by the vocalization pitch of the infants. No individual differences were observed in the duration of infants' vocalizations. There was a marked individual difference in the duration of phrases uttered by mothers. No large difference was observed in infants' vocalization latency after mothers' speech. Latency of mothers' response to their infants' vocalization differed greatly. Rising-falling and flat patterns were dominant melody types of infants' pleasure vocalizations. The melody type of motherese differed by individual, with the rising type of melody predominating. (RH)

ED 291 486 PS 017 157

Rolandelli, David R.; And Others
Visual Processing of Televised Information by Japanese and American Children.
Kansas Univ., Lawrence. Bureau of Child Research.
SPONS. AGENCY- Department of Education, Washington, D.C.; National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- 88
NOTE- 56p.; Paper presented at the Meeting of the Southwestern *Society for Research in Human Development* (New Orleans, LA, March 17-19, 1988).
GRANT- G008630072; NIMH-MH-39596
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Attention; *Cognitive Processes; Comparative Analysis; Cultural Differences; Elementary Education; *Elementary School Students; Foreign Countries; Kindergarten Children; *Television Viewing; *Visual Learning; Visual Stimuli
IDENTIFIERS- *Japan; *United States; Visual Displays
Visual processing of televised information was compared among 85 Japanese and 111 American boys and girls at the kindergarten and 4th-grade levels. The literatures on cognition and learning indicate that language and child rearing factors are more conducive to the development of iconic processing skills in Japanese children than in American children, a phenomenon which increases with age. The reverse pattern is found for verbal processing skills. It was predicted that after viewing a television program without narration or dialogue, Japanese children's amount and concentration of visual attention and comprehension would be higher than that of American children, particularly at the 4th-grade level. Results confirmed the predictions for visual attention, suggesting that different television processing strategies were employed. Contrary to the predictions, American children scored higher than Japanese children on the comprehension test, perhaps because of the cultural differences in expectations about the testing procedure. The results are discussed in the context of processing differences. Alternative explanations for the findings are explored, and directions for future research are suggested. Appended are seven pages of references, seven tables and two figures. (Author/RH)

ED 291 487 PS 017 159

Botor, Celeste O.
Mother-Child Relationships in Early Childhood: Japan, Philippines and Thailand. The Philippine Report.
PUB DATE- Jul 87
NOTE- 12p.; Filmed from best available copy. Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Cultural Influences; Early Childhood Education; *Expectation; Foreign Countries; Intervention; *Mothers; *Parent Child Relationship; Rural Urban Differences; *Social Behavior; Social Class; Social Influences; *Toddlers
IDENTIFIERS- Independent Behavior; *Philippines; Resistance (Psychology)
Part of a larger, longitudinal study conducted from 1974 through 1979 investigating differences in the mother-child relationship among Japanese, Thais, and Filipinos, this paper reports findings on the Filipino sub-sample. Findings concern the socioemotional behavior of Filipino children, expectations of their mothers, extent of children's independence in basic routine activities, and their resistance to interference, enforcement, and scolding. A total of 144 mother/child pairs differing along urban/rural and social class dimensions participated in the study. Age of participating children ranged between 2 years, 3 months, and 3 years, 2 months. Findings indicated that the children expressed the emotions of frustration, anger, and fear. Discussion describes children's behavior when frustrated, angry and afraid, their social behavior, their independence, and their resistance to their mother's behavior. Class, urban/rural, age, and sex differences are discussed within the context of Filipino culture and society. Recommendations for programmatic intervention and further research are offered. (RH)

ED 291 488 PS 017 160

Mohite, Prerana
Mother-Child Interaction and Its Effect on Child's Learning.
PUB DATE- Jul 87
NOTE- 38p.; Filmed from best available copy. Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Child Development; Comparative Analysis; Elementary Education; Elementary School Students; *Family Environment; Family Influence; Foreign Countries; Grade 2; *Learning Problems; Mothers; Parent Child Relationship; Perception; *Stimulation
IDENTIFIERS- *India; *Process Skills
This study, completed in two stages, was undertaken to empirically determine whether home variables make a significant difference in the learning difficulties and school performance of children in an Indian setting. Participants in Phase I were 30 second-grade children between 6 and 9 years of age who were of normal intelligence and showed evidence of either having or not having learning difficulties in school. Data were collected on Bomanpatell's (1983) revision of Caldwell's (1968) HOME Inventory and Bomanpatell's (1983) Interview Schedule for Mothers, a measure for determining the extent of mothers' awareness of the importance of schooling and school activities, and perception of the extra help that children with difficulties need. Forty children (10 each from grades 1-4) participated in Phase II. Findings indicated that the stimulation pattern in the homes of children having learning difficulties can be distinguished from that in the homes of school children who are learning successfully. Differences between the two groups that were evident on HOME Inventory sub-scales concern: (1) language stimulation; (2) stimulation through toys, games, and reading materials; (3) variety of stimulations; (4) parental pride, affection, and warmth; and (5) stimulation of academic behavior. A common thread running through the findings was the fact that it is process variables (for example, what parents do in interacting with their children) that were important, not parental status variables involving individual characteristics. (RH)

ED 291 489 PS 017 161

Bentley, Prudence A.
Initiative and Purpose in the Motoric Explorations of 10- to 24-Month-Old Children: An Educator's Interpretation of a Geneva Study.
PUB DATE- 87
NOTE- 16p.; For related documents, see PS 017 162-164.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; Curiosity; *Exploratory Behavior; *Infants; Longitudinal Studies; Motivation; Schemata (Cognition); *Spontaneous Behavior; *Stimulation; Videotape Recordings
IDENTIFIERS- *Stimulus Characteristics
This document, the first in a four-part series, presents a synopsis of a Geneva research report delivered at Cornell University (New York). It describes a study in which 10-month-old infants were given intermittent free-play opportunities to manipulate 18 objects. Regularly presented in disarray were 6 balls, 6 sticks, and 6 open cubes; each set was graduated in size. Repeated viewings of videotaped behaviors revealed a consistent pattern and succession of organizing practices which were implemented spontaneously and universally over the course of 14 months. Also spontaneous and universal was the abrupt cessation of the organizing behaviors following a final, perfect, continuous review of all the organizing patterns which had previously been practiced. It is argued that the contrived setup used in the study, which regularly presented the same three sets of objects in disarray, stimulated the children's curiosity and motivated the acts of initiative which occurred. Properties of the objects and the disarray induced purposeful explorations, enhanced and sustained constructive interest, and prompted the repetitive displays of relation among the objects. It is thought that the abrupt cessation of the organizing practices marked the time when the relations were no longer held in question by the young children, but rather were known by them (i.e., internalized as schemes). The internalization accounts for the reappearance of the practiced schemes later when the children were faced with new problems. (RH)

ED 291 490 PS 017 162

Bentley, Prudence A.
Confirmation Principles and Procedures of 10- to 24-Month-Old Children: Implications for Teaching the Place Value Notation Concept to Elementary and Preschool Children.
PUB DATE- 87
NOTE- 14p.; For related documents, see PS 017 161-164.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Arithmetic; *Attention; Behavior Patterns; Early Childhood Education; Educational Environment; *Elementary School Students; *Imitation; Infants; *Instructional Design; Mathematics Instruction; *Place Value; *Preschool Children; Teaching Methods
IDENTIFIERS- Organizing Strategies; *Stimulus Characteristics
Over a 14-month period, infants who were initially 10 months old were intermittently allowed to play with three sets of graduated objects presented in disarray. All of the infants acquired the ability to completely organize the materials. The infants inhibited patterned behavior in their organizing practices when they individualized objects by handling them one after another, filled and emptied containers one by one, nested the objects, established object identity patterns, and exhaustively imitated these patterns. This paper explores inferences from the infants' organizing procedures which can be applied to the task of communicating the place value concept, base ten, to preschool and elementary school children. Two questions are raised and answered: (1) In the learning environment staged for the infants, what principles functioned to guide their focal attention? and (2) What mechanisms caused change and continuity in the infants' behavior? It is asserted that continuous direct imitation of initially established identity patterns inevitably led to the infants' displays of organization; interruption was the causal mechanism of change; imitation the causal mechanism of continuity. Discussion specifies six rules of practice used by all the infants in organizing the materials and suggests requirements for an instructional plan for teaching the place value notation concept to children. The plan is similar to the research design of the study of infants. (RH)

ED 291 491 PS 017 163

Bentley, Prudence A.
Making the Place Value Notation Concept Child's Play: Constructions for Displaying and Confirming Component Elements of the Place Value Notation Concept with Elementary and Preschool Children.
PUB DATE- 87
NOTE- 21p.; For related documents, see PS 017 161-164.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Formation; Constructed Response; Curriculum Development; Early Childhood Education; Educational Innovation; *Elementary School Students; *Games; Guidelines; Lesson Plans; Mathematics Instruction; *Place Value; *Play; *Preschool Children; Teaching Methods
Third of a four-part series, this article presents an instructional plan for teaching the place value notation concept, base ten, to preschool and elementary school children. After a brief review of the place value notation concept, contents describe an integrated and progressive series of four game-like activities which are fundamentally overt organizational and naming schemes. The activities are termed "child's-play constructions," because they are transparently simple and are designed to be conducted in a spirit and attitude of constructive play. The activities are entitled: (1) The Cup Game; (2) The Ten-Count Game; (3) Number Towers; and (4) The Flip-card Counter, Base Ten. Each construction is designed to display and confirm particular components of the place value notation concept, base ten, as it is used when children exercise initiative and control in performing patterned interactions with the materials provided. Guidelines for teachers implementing the games in classrooms are provided in the discussion. Concluding remarks restate requirements for an instructional plan to teach the place value notation concept to preschool and elementary school children and indicate means by which the child's play method fulfills the requirements. (RH)

ED 291 492 PS 017 164

Bentley, Prudence A.
Defense of the Child's-Play Method for Teaching the Place Value Notation Concept to Elementary and Preschool Children.
PUB DATE- 87
NOTE- 32p.; For related documents, see PS 017 161-163.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Arithmetic; *Cognitive Structures; Constructed Response; Costs; Early Childhood Education; *Elementary School Students; *Error Patterns; Instructional Materials; Mathematics Anxiety; Mathematics Instruction; Models; *Place Value; Play; *Preschool Children; Schemata (Cognition); *Teaching Methods; Validity
IDENTIFIERS- *Cognitive Conflict; Rule Application
The objective of this paper is to explain the need for and defend the sufficiency of the child's-play method of teaching the place value notation concept to preschool and elementary school children. Discussion first illustrates error patterns of school children in the use and interpretation of place value notation, arguing that the errors reflect counting principles learned in preschool and that such errors are the natural consequence of children's assimilation of information concerning digit symbols into their cognitive structures. Subsequent discussion suggests that future research will show that the inadequacy of the preschool principles is a major, if not the root, cause of mathematics anxiety in children, and that the harmonious integration of the preschool counting principles with number representation rules will lessen, perhaps eliminate, math anxiety. Discussion then explores the problem of integrating the rule systems, focusing on cognitive conflict and the task of instruction. The extensive concluding section presents five arguments supporting the child's-play method; these center on: (1) the simplicity of the method and the need for that simplicity; (2) the completeness of the concrete demonstrations and the sufficiency of the confirmations afforded by them; (3) the method's connection to a proven model; (4) evidence of the method's value from preliminary findings; and (5) minimal cost of the materials. (RH)

ED 291 493 PS 017 165

Kowalski, Patricia; And Others
The Relationship between Teachers' Ratings and Students' Self-Reported Motivation.
PUB DATE- 87
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Behavior Rating Scales; Check Lists; *Classification; Classroom Research; Educational Improvement; *Elementary School Students; Grade 5; High Achievement; Intermediate Grades; *Learning Motivation; Low Achievement; *Self Evaluation (Individuals); *Teacher Behavior
IDENTIFIERS- Extrinsic Motivation; Intrinsic Motivation; Teacher Competencies

Reported are data from the initial use of the Motivation Checklist, a rating scale for teachers designed to help them think about student motivation problems in terms of an extended, research-based typology. Over 50 teachers rated 261 students in grades one through six who differed in their level of motivation and in their level of achievement. Teachers also rated students' achievement in terms of percentile rank in the class. Factor analyses revealed that the instrument basically failed in its original goal of getting teachers to differentiate motivational problems. Apparently teachers used the Motivation Checklist in a way that confirmed researchers' initial impressions that teachers simply categorized students as either good or bad. Students' scores on subscales were inspected to investigate the relationship between teachers' perceptions of student motivation and students' perceptions of why they do their schoolwork. Two 5th-grade teachers used the checklist to rate 56 students in typical performance-oriented mathematics classes. Students completed Harter's Perceived Scholastic Competence Scale, Buhrmester's School Concerns Scale, and a new motivation scale developed by Harter which allows assessment of several sources of intrinsic and extrinsic motivation. Findings indicated that students whom teachers thought of as good claimed they worked to escape parental disapproval, while students thought of as bad claimed that when they worked, they did so because they found the task interesting. Results are discussed and the checklist and its subscales are appended. (RH)

ED 291 494 PS 017 166

Tuchscherer, Pamela
TV Interactive Toys: The New High Tech Threat to Children. Fight Back without a Gun--Arm Your Child with Knowledge.
REPORT NO.- ISBN-0-939705-02-8
PUB DATE- 88
NOTE- 229p.
AVAILABLE FROM- Pinnaroo Publishing, P.O. Box 7525, Bend, OR 97708 ($9.95, plus $1.00 shipping for first book; $0.50 for each additional copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Aggression; Community Action; *Intervention; Parent Role; Problem Solving; *Programing (Broadcast); Teacher Role; *Television Viewing; *Toys; Values Education; *Violence
IDENTIFIERS- Critical Viewing; Nonviolence; *TV Interactive Toys
This book, which provides information parents can use to counter violent television programing, alerts parents to the fact that television programing in the United States is pushing violent entertainment to its technological limits and allowing children to interact with the programing through their toys. The nine chapters in Part I discuss the way in which images influence consciousness, characteristics of TV interactive toys, financial incentives for broadcasters and toy manufacturers, commercial exploitation of children, influences of violent toys on children's behavior and play patterns, the tragic intrusion of toys and fantasy into real conflicts, basic facts about the influence of television on children, efforts by advocates to counter the trend to violence, and needed regulations. The seven chapters in Part II provide parents with information and guidelines for developing children's critical viewing abilities, creating alternative images through imaginative play and other activities, supporting alternative activities, teaching nonviolent ways of conflict resolution, and teaching values. Also provided in Part II are guidelines for community action groups and teachers who wish to encourage critical viewing, create a warm and caring classroom community, and promote moral development. Appendices list publications, organizations, and resources related to critical viewing, alternatives to television, creative problem solving and cooperation, children's social and emotional education, and community action. (RH)

ED 291 495 PS 017 167

Groenendaal, Han J.; Goudena, Paul P.
Verbal Adult-Child Interaction during Tasks.
PUB DATE- Jul 87
NOTE- 25p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Foreign Countries; Longitudinal Studies; *Mothers; *Parent Child Relationship; *Performance Factors; *Preschool Children; Preschool Education; *Preschool Teachers; *Verbal Communication; Videotape Recordings
IDENTIFIERS- Adult Child Relationship; Conversation; Conversational Management; Dyadic Interaction Analysis; *Netherlands
A longitudinal study was conducted to: (1) describe characteristics of verbal interaction of children from 3 to 6 years of age with their mothers and preschool teachers; (2) analyze similarities and differences in conversational styles of mother-child and teacher-child dyads at the child's third, fourth, fifth, and sixth year; and (3) explore the relationship between parental communication strategies and the child's performance at school and on tests of mental ability. Subjects were 40 children and their mothers from a village near Utrecht, Netherlands. Videotape recordings were made of each child's mother and teacher performing two tasks with the child, resulting in 160 adult-child observations. In addition, parents were interviewed to assess their preferred communication strategies with their children, and children's cognitive competence and language functioning were measured by means of an intelligence test and the Language Assessment Instrument developed in 1978 by Blank and others. Children's classroom behavior was assessed with a rating scale which was completed by the teacher. An observation schedule was developed which incorporated several verbal and nonverbal aspects of communication behavior, including sequential structure, interactional mode, conceptual complexity of utterances, appropriateness of utterances, and verbal and nonverbal structuring and management behaviors. Analyses of the data on the 3-year-olds are reported. (RH)

ED 291 496 PS 017 168

Menglan, Zuo; Chang, Wei
Cross-Cultural Studies on Cognitive Development of Chinese Children from Different Nationalities.
PUB DATE- Jul 87
NOTE- 16p.; Filmed from best copy available. Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Cognitive Development; *Cognitive Processes; *Cross Cultural Studies; Cultural Differences; *Cultural Influences; Developmental Stages; Ethnic Groups; Foreign Countries; Formal Operations; *Intervention; Language Acquisition; Memory; Minority Groups; Piagetian Theory
IDENTIFIERS- *China; Chinese People; Concrete Operations; Developmental Patterns; Thinking Skills
Reviewed are recent studies of the cognitive development of Chinese children. The discussion identifies: (1) systematic studies of children's cognitive development; (2) studies on the development of thinking; (3) studies of memory development; and (4) studies on the influences of various national cultures and education on the development of minority children. Dai, Li, Han, Jinuo, Yi, Bai, Naxi, Mosuo, Zang, Mosolin, and Uygur children were studied. Also explored are general processes and differences in children's cognitive development, and the relation between language and cognitive development. (RH)

ED 291 497 PS 017 169

State Resource Guide for School Volunteer Coordinators.
South Carolina State Dept. of Education, Columbia.
SPONS. AGENCY- Coca-Cola USA, Atlanta, GA.
PUB DATE- Sep 87
NOTE- 96p.; For 1985 guide, see ED 264 974.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Responsibility; *Community Involvement; Elementary Secondary Education; Older Adults; *Program Administration; *Program Development; Program Evaluation; Records (Forms); State Programs; Tutoring; *Volunteers; Volunteer Training
IDENTIFIERS- *School Volunteer Program; South Carolina; *Volunteer Management

This resource guide was designed to help school volunteer coordinators develop and maintain a school volunteer program. Topics addressed include: (1) making maximum use of volunteer resources; (2) building a network of resource people from school support groups; (3) setting up a school volunteer program; (4) responsibilities of volunteers and school personnel involved in the program; (5) recruitment methods; (6) training for volunteers, teachers, and administrators; (7) placement of volunteers; (8) development of a plan for volunteer tutoring programs; (9) use of senior citizens in the volunteer program; (10) potential problems; (11) program evaluation; and (12) recognition for volunteers. Additional materials and forms are included in the appendix. (PCB)

ED 291 498 PS 017 170

Henkins-Matzke, Ann; Abbott, Douglas A.
Game Playing: A Method for Reducing Young Children's Fear of Medical Procedures.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Innovation; *Emotional Adjustment; *Fear; *Games; *Health Activities; Health Education; *Instructional Materials; *Preschool Children; Preschool Education

This study developed and tested an educational game used in teaching health care concepts to preschool children. It was hypothesized that exposure to the game, which was called "Hospital Windows," would increase children's knowledge of health care equipment and procedures and decrease their fears of health care. Subjects, who were randomly selected, were healthy preschool children enrolled in public and church-affiliated preschools and day care programs in a large midwestern city. A total of 101 children between 4 and 6 years of age participated in the study. Of these, 28 were assigned to a control group. Results of a paired t-test indicated a significant increase in the children's knowledge of health care concepts and a significant decrease in fear of medical equipment and procedures after children played the Hospital Windows game. It is concluded that the use of game playing appears to be an effective method of teaching health education to young children in the classroom. (RH)

ED 291 499 PS 017 171

Sobsey, Dick
Why Young Children Choke on Food: How To Prevent It.
PUB DATE- Sep 87
NOTE- 7p.; Paper presented at the Alberta Association for Young Children Conference (Edmonton, Alberta, Canada, September 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accident Prevention; Children; *Death; *Food; *Infants; *Preschool Children; *Safety
IDENTIFIERS- *Choking
According to the National Safety Council, the leading cause of accidental deaths for infants under 1 year old, and the fourth most frequent cause of death for children 1 to 4 years old, is choking on things they try to swallow. This paper indicates the dimensions of the problem and lists foods involved in choking deaths of children. Methods of preventing the obstruction of the airway include: (1) selecting and preparing foods carefully; (2) positioning children with care at meals; (3) avoiding excitement and unnecessary movement at mealtimes; (4) avoiding overstuffing the mouth; (5) providing adequate fluids; (6) keeping adult foods safely away from children; (7) observing children carefully during and after meals; and (8) being prepared for emergencies. (RH)

ED 291 500 PS 017 172

Wruble, Linda J.
Screening for Early School Placement. An Annotated Bibliography.
PUB DATE- 87
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Age Grade Placement; Annotated Bibliographies; Check Lists; Developmental Programs; *Educational Practices; *Elementary School Students; Grade 1; Primary Education; *School Readiness; *Screening Tests; Student Placement
Literature was reviewed for the purpose of locating an instrument or procedure for use in assessing children's readiness for the first grade. The major part of this report consists of annotated bibliographic citations concerning: (1) effects of age on school placement; (2) advisability of screening for readiness; (3) reviews of screening instruments; (4) observation and checklists for screening; and (5) programs providing developmental services. Findings of the studies are summarized. Concluding comments offer cautions and guidelines for assessing children's readiness for Grade 1. (RH)

ED 291 501 PS 017 173

Strange, Charlotte M.
Temporal Relationships Children Make about History: An Exploratory Study with Fifth Grade Students.
PUB DATE- 11 Nov 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cognitive Structures; *Elementary School Students; Grade 5; *History; Individual Differences; Intermediate Grades; Qualitative Research; *Time
IDENTIFIERS- *Knowledge
This study, which was designed to identify factors contributing to children's construction of temporal relationships, investigated 10-year-olds' thought and understanding of historical time. A total of 10 children 10 years of age were interviewed on videotape and asked to construct a time line of historical events and persons. In interviews, children were asked for reasons for placing events or persons on the time line, and for an account of how they learned about each event or person. Probing questions were asked to further understand each child's depth of knowledge about historical time. Videotapes of interviews were analyzed to determine commonalities among the 10 children. Three divergent cases are described in detail. Findings indicated that the children, who generally conformed to the second stage of a three-stage developmental progression, constructed historical temporal relationships by classification. Each child classified historical content, but attributed his or her knowledge to different experiences. All were concerned with the sequence of historical events. Historical knowledge varied greatly from child to child. Predominant factors in accounts of how students learned history were book reading and interaction with parents. Several recommendations for teaching are offered. (RH)

ED 291 502 PS 017 175

d'Agostino, Micheline; Masse-Raimbault, Anne-Marie
Proceed with Caution...Children under Six.
International Children's Centre, Paris (France).
PUB DATE- 87
NOTE- 148p.
AVAILABLE FROM- "Children in the Tropics," International Children's Centre, Chateau de Longchamp, Bois de Boulonge, 75016 Paris, France ($6.00, or 35 French Francs. Make check or money order payable to the order of Centre International De L'Enfance).
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Day Care; Developing Nations; Early Childhood Education; Educational Practices; Foreign Countries; Global Approach; Guidelines; *Health Education; *Individual Development; *Individual Needs; Language Acquisition; Parent Education; Play; *Preschool Education; Program Implementation
IDENTIFIERS- *Colombia; *Monitoring
Providing basic reference materials, this issue of "Children in the Tropics" consists of a revised and completed version of the 1982 issue on the development of children from birth to 6 years of age. Contents present a broad picture of the physical and mental development of children under 6 and formulate a number of recommendations about how to provide help and support for such children. Section I concerns child development. Section II discusses the education of young children in terms of child development and play, the child and the development of communication, and the child and expression. Section III focuses on health monitoring and education for young children, exploring different types of caretaking for young children, education for parents, and the educational program approach to learning. Section IV indicates some landmarks for the monitoring of child development which are based on experiences in Colombia. Provided are guidelines for monitoring the development of children under 6, a growth chart, and a pediatric grid for sensory assessment. Concluding materials include technical notes on the observation of young children and guidelines for building a short-term learning program. Supplementing the discussion are examples, technical notes, diagrams, and drawings which are intended as practical tools for specialists. (RH)

ED 291 503 PS 017 176

Ford, Phyllis
Learning through Play: A Guide for Parents of 3-, 4-, or 5-Year-Olds. Revised.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 87
NOTE- 35p.; For the 1983 edition, see ED 256 486.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Objectives; *Games; Guidelines; *Kindergarten; *Learning Activities; Parent Role; *Preschool Children; Resource Materials; *School Readiness; State Curriculum Guides
IDENTIFIERS- *South Carolina

This activity guidebook for parents, which updates a 1983 version, presents numerous games and activities that parents and their 3- to 5-year-old children can enjoy together. Each activity is intended to facilitate acquisition of one of 18 kindergarten skills, including: (1) coordinating arms, legs, and eyes; (2) coordinating hands, fingers, and eyes; (3) remembering what has been seen; (4) knowing when things look the same or different; (5) remembering what has been heard; (6) knowing when sounds are the same or different; (7) talking about activities, knowledge, and opinions; (8) listening to what others say; (9) showing interest in words and books; (10) grouping things; (11) comparing things; (12) putting words and things in order; (13) beginning to understand what numbers mean; (14) understanding stories; (15) expressing feelings appropriately; (16) showing pride in self; (17) looking forward to going to school; and (18) getting along well with other children and adults. Descriptions of suggested activities are preceded by instructions to parents about how to model the desired behaviors and then let the child try them. Concluding materials describe activities children can do with parents' help and offer recipes for materials. Parents are urged to mix muscle, mental, and behavioral games; avoid forcing children to do any of the activities; and allow the child to have fun learning through playing. (RH)

ED 291 504 PS 017 180

Epstein, Joyce L.
TARGET: An Examination of Parallel School and Family Structures That Promote Student Motivation and Achievement. Report No. 6. Center for Research on Elementary and Middle Schools Report.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 135p.
GRANT- OERI-G-86-0006
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *Family Role; *Family School Relationship; Learning Strategies; Research Needs; *School Effectiveness; School Role; Student Development; *Student Role; *Student School Relationship
Structures that schools can change to produce more positive effects on student learning and development are referred to in this report as TARGET (Tasks, Rewards, Grouping, Evaluation, and Time) structures. The first of two chapters, "Effective Schools or Effective Students: Dealing with Diversity", stresses the need for including in the current effective schools movement a parallel effective students movement. Section titles include: Recognizing Student Diversity; Recognizing Alterable School and Classroom Structures; Recognizing the Need for Research and Evaluation; The Social Organization of Remediation; and Support for an Effective Schools Movement. The second chapter, "Family Structures and Student Motivation: A Developmental Perspective", initiates a discussion of the family's role in motivating students to learn. The chapter focuses on home TARGET structures that are analogous to school structures for their part in organizing instruction and classroom management. Section titles include: (1) Family Structures and Student Motivation; (2) TARGET Structures in Families; (3) Links among TARGET structures; (4) TARGET Structures at Home and Student Development; (5) Implications for Research; and (6) Discussion. The first chapter includes 110 references, the second, 94. (SKC)

ED 291 505 PS 017 181

Alexander, Karl L.; And Others
Getting Ready for First Grade: Standards of Deportment in Home and School. Report No. 8.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Feb 87
NOTE- 50p.
GRANT- NICHD-G-1-R01-HD-16302; OERI-G-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adjustment (to Environment); *Behavior Standards; Grade 1; Parent Child Relationship; *Parent Role; Primary Education; Reliability; *Social Adjustment; *Socialization; *Student Adjustment; Teacher Attitudes; *Teacher Role; Teacher Student Relationship

Research on academic socialization has emphasized the importance of experience in the home and school for shaping the course of academic development. Rarely has research considered whether consistency or congruence of socialization experiences in these two settings is especially beneficial (or, conversely, whether inconsistencies are especially detrimental). This study examines standards of deportment held by parents and classroom teachers, and evaluates in particular whether similarity of behavior standards in the two settings promotes positive school adjustment as indexed by end-of-year test scores and report card marks. These ideas are examined with data from the Beginning School Study, in which a panel of 825 beginning first grade students attending Baltimore City schools in the fall of 1982 were interviewed. Teachers' deportment standards are found to exercise strong influence on year-end performance, but parents' standards are found to be largely ineffectual. The congruence hypothesis receives little support. Fifty-one references are appended. (SKC)

ED 291 506 PS 017 182

Becker, Henry Jay
Addressing the Needs of Different Groups of Early Adolescents: Effects of Varying School and Classroom Organizational Practices on Students from Different Social Backgrounds and Abilities. Report No. 16.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Jun 87
NOTE- 47p.
GRANT- OERI-G-86-90006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability Grouping; *Academic Achievement; Class Organization; Elementary Education; *Elementary Schools; *Elementary School Students; Grouping (Instructional Purposes); *Middle Schools; *School Organization; Self Contained Classrooms; *Socioeconomic Background; Specialization
This study addresses the issue of how different school organizational patterns affect the academic learning of students of different backgrounds and abilities. Using data from the Pennsylvania Educational Quality Assessment (EQA) on approximately 8,000 sixth-grade students in elementary and middle schools, the study examines how instructional specialization, between-class ability grouping, within-class ability grouping, and grade span affect the achievement of students from low to high SES backgrounds. The study finds that elementary school settings benefit students from low social backgrounds, as does having instruction provided by a limited number of teachers. Between-class ability grouping shows benefits for high social background students in middle schools, and within-class ability grouping in elementary schools benefits low social background students in reading. (Author/PCB)

ED 291 507 PS 017 183

Handbook for Day Care Professionals. (Revised Edition).
Day Care Information Service, Bethesda, MD.
PUB DATE- 87
NOTE- 67p.; ED 271 229 is 1986 edition.
AVAILABLE FROM- Day Care Information Service, 4550 Montgomery Avenue, Suite 700 N., Bethesda, MD 20814 ($29.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advocacy; Child Abuse; Computer Assisted Instruction; Computer Uses in Education; *Day Care; Early Childhood Education; *Employer Supported Day Care; Fund Raising; Health; Information Dissemination; *Inservice Teacher Education; Insurance; *Program Administration; Safety; *School Age Day Care; Sexual Abuse; State Programs

This guide, which is organized into 13 sections, is intended to help day care professionals deal with many common problems that occur in the running of day care facilities. Topics covered include: (1) administration; (2) advocacy; (3) computerization; (4) employer-sponsored child care; (5) funding and fundraising; (6) information and referral; (7) legal issues; (8) licensing and regulatory issues; (9) school-age child care; (10) state initiatives; (11) training; (12) health and safety; and (13) insurance. (SKC)

ED 291 508 PS 017 185

The Kindergarten Screening Program: Research Findings and Related Issues 1986-87.
Saint Louis Public Schools, MO. Div. of Evaluation and Research.
PUB DATE- Jun 87
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Grade Repetition; Instructional Development; *Kindergarten; Preschool Education; Primary Education; Public Schools; *School Entrance Age; *School Readiness
IDENTIFIERS- *Missouri (Saint Louis)

Studies were conducted locally to augment findings from the literature regarding the effect of school entrance age, and to examine several other issues related to the St. Louis Public School's kindergarten screening program. Studies reported address a number of questions related to program planning and policy development: (1) Is there evidence to suggest that entrance age affects children's achievement, retention in grade, and assignment to special education? (2) Does participation in a preschool program lead to higher performance on the screening test and a reduction in the number of children who do not meet the screening criteria? (3) Among children who did not meet the early entry screening criteria for the 1986-87 school year, what percentage entered a preschool or day care program? and (4) Were children who did not meet the screening criteria for the 1985-86 school year better prepared for kindergarten at the beginning of the 1986-87 school year? After summary reviews of the studies, alternatives for addressing the issue of early entrance are discussed. Discussion focuses on changing of the screening cutoff score, program alternatives, provision of an extra prekindergarten year, curriculum and instruction, and kindergarten staffing. A list of appropriate and inappropriate educational practices for 4- and 5-year-old children is appended. (RH)

ED 291 509 PS 017 186

Fried, Mindy
Babies and Bargaining: Working Parents Take Action. A Manual on Bargaining for Work and Family Issues.
Southeastern Massachusetts Univ., North Dartmouth. Arnold M. Dubin Labor Education Center.
PUB DATE- Nov 87
NOTE- 61p.
AVAILABLE FROM- Arnold M. Dubin Labor Education Center, Southeastern Massachusetts University, North Dartmouth, MA 02747 (Single copies, $5.00 each; 10 or more copies, $4.00 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Collective Bargaining; Day Care Centers; *Employed Parents; *Employer Supported Day Care; Family Day Care; Flexible Working Hours; *Fringe Benefits; School Age Day Care; Unions
IDENTIFIERS- Massachusetts
This booklet is a manual for those who are interested in organizing and negotiating for employer-supported child care benefits. The booklet includes information on various options for employer support of child care, such as flexible work schedules, employer subsidies of child care expenses, on-site child care, and child care networks. Important steps for developing a strategy to organize support for child care benefits are presented. In addition, experiences of others who have successfully won child care and other work or family benefits through the collective bargaining process are included. (PCB)

ED 291 510 PS 017 188

Davis, Mari, Comp.
Work and Family Functioning: An Annotated Bibliography Selected from Family Database.
Australian Inst. of Family Studies, Melbourne. Family Information Centre.
REPORT NO.- ISBN-0-642-12190-7
PUB DATE- Sep 87
NOTE- 152p.; This bibliography was made possible by a grant from the Myer Foundation, Melbourne.
AVAILABLE FROM- Family Information Centre, Australian Institute of Family Studies, 300 Queen Street, Melbourne 3000, Australia.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Children; Day Care; Employed Women; *Employee Attitudes; *Employment; *Equal Opportunities (Jobs); *Family Life; Family Problems; Foreign Countries; Job Satisfaction; Occupational Safety and Health; *Parents; Part Time Employment; Unemployment; *Work Environment
IDENTIFIERS- *Australia

This annotated bibliography lists works published in Australia on issues regarding work obligations and family responsibilities. All works cited are included in Australia's FAMILY database. The following topics are covered: (1) adolescents and attitudes to employment (14 citations); (2) the aged and employment (20 citations); (3) career development and effects on family life (9 citations); (4) the disabled and employment (28 citations); (5) discrimination and employment (33 citations); (6) child care, work, and family (9 citations); (7) economics, family life, and employment (5 citations); (8) family size and employment (1 citation); (9) health and safety at work (5 citations); (10) job satisfaction and work conditions (7 citations); (11) migrants and employment (45 citations); (12) one parent families and employment (21 citations); (13) rural families and employment (1 citation); (14) school to work transition (29 citations); (15) shift work, part-time work and family functioning (22 citations); (16) social support and employment (11 citations); (17) stress at work and family life (6 citations); (18) suburban living and employment (1 citation); (19) technological change and employment (14 citations); (20) the value of work and attitudes to employment (18 citations); (21) working mothers and family functioning (27 citations); (22) young people: employment, unemployment, and needs (17 citations); and (23) women, employment issues, and family life (68 citations). (SKC)

ED 291 511 PS 017 189

McDaid, Janet L.
K-6 Early Intervention Project: Evaluation of the First Year of Implementation.

San Diego City Schools, CA. Planning, Research and Evaluation Div.
PUB DATE- 19 Oct 87
NOTE- 51p.; Evaluation Department Report No. 477.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Problems; Case Studies; Elementary Education; *Elementary School Students; *Handicap Identification; Individual Characteristics; *Intervention; *Kindergarten Children; Program Evaluation; Program Improvement; Racial Bias; School Districts
IDENTIFIERS- *California (San Diego); *Early Intervention; Mandatory Programs; Screening Procedures

California's K-6 Early Intervention Project was established in 1986 under the authority of California Assembly Bill 1535, Pilot Project on Hyperactivity, to provide a system of early identification and assistance to children in kindergarten through grade 6 whose behavior problems interfere with learning. This report contains evaluation findings regarding the first year of the 3-year project's implementation in San Diego City Schools. In the report, descriptive information is provided about the screening process used to identify project participants, behavioral and academic characteristics of project participants, and the types of intervention provided to students, parents, and teachers. The report contains in-depth case studies of three project participants. Recommendations to improve project effectiveness included the following: (1) develop clear guidelines to determine if children who are receiving pharmaceutical or special education interventions should be included in the project and the type of follow-up to be provided participants for the duration of the 3-year project; (2) establish a microcomputer database to maintain records of assistance given to participants; (3) study reasons why teachers referred a disproportionate number of black children to the project; and (4) evaluate the project during its final year to determine the extent to which project goals were met. Record keeping forms and related materials are appended. (Author/RH)

ED 291 512 PS 017 191

Kahn, Peter H., Jr.
Relations between Obligatory and Discretionary Morality: A Social-Cognitive Developmental Analysis.
PUB DATE- Mar 88
NOTE- 28p.; Paper presented at the Meeting of the Southwestern Society for Research in Human Development (New Orleans, LA, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Comprehension; Elementary Education; *Elementary School Students; Grade 2; Grade 5; Grade 8; *Moral Values; *Value Judgment
IDENTIFIERS- Justification (Psychology); *Moral Reasoning; *Praise
A total of 72 children from the second, fifth, and eighth grades participated in an investigation of relations between children's moral reasoning about actions considered obligatory and discretionary. Assessments were made of children's evaluations and corresponding justifications of stimuli depicting two helping situations in each of which one condition involved low cost to the actor and another involved higher cost. Results showed that cost played a pivotal role in children's conception of obligation; that concerns of justice and welfare supported both obligatory and discretionary evaluations; and that praiseworthiness considerations increased when obligation ceased. As the children's ages increased, they drew on compensatory welfare reasoning and demonstrated a psychological understanding of praise. Forty-four references and six tables are provided. (RH)

ED 291 513 PS 017 192

Altman, Jennifer Schroer; Mills, Belen Collantes
Caregiver Behaviors and Adaptive Behavior Development of Very Young Children in Home Care and Daycare.
PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adjustment (to Environment); *Behavior Development; *Child Caregivers; Comparative Analysis; Day Care; Early Childhood Education; *Infants; *Mothers; *Parent Influence; Socioeconomic Status; *Teacher Influence
The purpose of this study was to determine the effect of home-mother care and day care caregiver behaviors on the adaptive behavior development of infants between 18 and 24 months of age. Other variables under investigation included two indices of socioeconomic status: occupation and education of parents. The sample consisted of 72 children. Adaptive behavior development was measured with the revised Vineland Adaptive Behavior Scale (Sparrow, Balla, and Cicchetti, 1984). Growth-facilitating behaviors of mothers and child caregivers were measured with the Family Daycare Rating Scale (Harms and Clifford, 1984). A 3 X 2 analysis of variance was used with two levels for caregivers-mothers and three levels of care: child in home; child in day care where caregivers show high frequency of growth-facilitating behavior; and child in day care where caregivers show low frequency of growth-facilitating behavior. Results revealed higher adaptive behavior composite scores for children in home care and for day care children of mothers with higher growth-facilitating behaviors. Means of home care children on adaptive behavior composite scores were higher than those of day care children. Results also suggested that the educational level of parents and the exhibition of growth-facilitating behaviors positively covary. Eighteen references are listed. (RH)

ED 291 514 PS 017 194

Nurss, Joanne R.
Readiness for Kindergarten. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-PS-87-2
PUB DATE- 87
NOTE- 3p.
CONTRACT- OERI-400-86-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cognitive Development; *Early Childhood Education; *Kindergarten; *Kindergarten Children; Language Skills; Physical Development; *Preschool Teachers; School Entrance Age; *School Readiness; Social Behavior
IDENTIFIERS- ERIC Digests; *Teacher Expectations
A consideration of readiness for kindergarten must take into account the kindergarten program and the teacher's expectations of the child. This digest first examines kindergarten teachers' expectations for children's social, behavioral, sensory-motor, cognitive, and language abilities upon entrance to kindergarten. The issue of kindergarten entrance age is then addressed, and different types of kindergarten programs are discussed. The inappropriateness of academically oriented programs for young children which stress structured, whole group, and paper-and-pencil activities is pointed out. It is emphasized that a child might be ready for one type of instructional program, but not another. (PCB)

ED 291 515 PS 017 195

Hoot, James L.; Kimler, Michele
Early Childhood Classrooms and Computers: Programs with Promise.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- OERI-400-86-0023
LANGUAGE- English
EDRS Price -{MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cognitive Development; *Computer Assisted Instruction; *Computer Uses in Education; Elementary Education; *Programing Languages; *Teacher Role; Teaching Methods; *Word Processing; Writing Instruction
IDENTIFIERS- *LOGO Programing Language; Thinking Skills
Word processing and the LOGO programing language are two microcomputer applications that are beginning to show benefits as learning tools in elementary school classrooms. Word processing packages are especially useful with beginning writers, whose lack of motor coordination often slows down their acquisition of competence in written communication. Software developed for beginning writers can: (1) provide learners with visual, motor, and even auditory support; (2) encourage learners to write more by minimizing mechanical drudgery; (3) encourage writers to focus on content rather than form; (4) increase the likelihood of revision; (5) provide learners with letter-quality output, which encourages sharing of writing; (6) promote social interaction, by making writing visible to passersby; (7) make writing appealing for special needs children; and (8) encourage positive attitudes toward learning. Researchers believe that while the graphics-oriented programing language LOGO does not teach the planning skills necessary for programing, it can help young learners by: developing problem-solving abilities; facilitating learning of mathematical concepts; and encouraging collaboration, social development, creativity, spatial relation development, and overall cognitive development--especially in special needs children. Teachers who understand both the power and limitations of these programs for children make the most effective use of both LOGO and word processing software. (SKC)

ED 291 516 PS 017 199

Irving, Virginia
Utilizing Community Resources To Enhance Creativeness and Aesthetic Awareness in Head Start Teachers.
PUB DATE- 87
NOTE- 96p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Community Resources; *Compensatory Education; *Creativity; *Day Care; Educational Innovation; Preschool Education; *Preschool Teachers; Staff Development
IDENTIFIERS- Aesthetics; *Project Head Start

The primary goal of this practicum study was to provide opportunities for Head Start teachers to become knowledgeable of community resources that would encourage their aesthetic awareness and enhance their creative growth. A total of 16 teachers and teacher aides visited a local Dali Museum, a fine arts museum, a planetarium, a historical museum, and a preschool setting for gifted children. In addition, they viewed the productions of a local ballet and a dramatization of a fairy tale by a professional acting group. Participants received visits by artists who specialized in visual arts, creative movement, music, African folklore, and dance. Head Start teachers and children participated in demonstrations by the artists. In a workshop session, teachers developed a storytelling unit, which was implemented in the classroom. Analysis of project evaluation data indicated that after the intervention participants were including more creative learning activities in their classrooms. They were also more aware of

community resources available to them. Further, there were indications that the participants were being influenced by the intervention as they planned curriculum experiences for young children. A 33-item list of references is provided. Related materials are appended, including survey forms, interview guides, and tabulations of research results. (RH)

ED 291 517 PS 017 200

Morrison, Elizabeth Hayo
Development and Implementation of an Elementary School-Based Inservice Model Using School-Based Personnel as Facilitators.
PUB DATE- 88
NOTE- 211p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; *Inservice Teacher Education; *Instructional Improvement; Models; Program Design; *Program Implementation; *Resource Materials
IDENTIFIERS- Media Centers; *Teacher Initiated Activities
This practicum addressed the problem of developing and implementing a school-based in-service model that would be facilitated and presented by the elementary school teachers who were to be instructed. A literature review led to the conclusion that successful implementation could be achieved by faculty and staff ownership of the in-service model and the identification of appropriate components. In particular, research indicated the importance of prioritized steps in developing the feeling of ownership and insuring the appropriateness of the instructional components. Objectives of the intervention were: (1) to develop willingness among faculty and staff to volunteer for or accept the request of other faculty and staff to facilitate or present an in-service component; (2) to develop an in-service model with its components; (3) to compile a media center resource file for each of the components; and (4) to encourage teachers to use newly learned strategies and information in their classrooms. During the course of the implementation period, 23 components were planned by individual faculty and staff members and 18 components were delivered. Plans were made to continue the in-service program for a second year with the presentation of four previously planned but delayed components, four repeated or extended components, and the possible addition of six new components. Twenty-nine references are cited. Related materials comprising about half the document are appended, including survey forms, information packets, agendas and minutes of meetings, and a 15-page presentation about the proposed program. (RH))

ED 291 518 PS 017 201

Bauer, Joseph J.; Smith, Douglas K.
Stability of the K-ABC and S-B:4 with Preschool Children.
PUB DATE- Apr 88
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Chicago, IL, April 5-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Educational Testing; *Intelligence Tests; Middle Class; *Preschool Children; Preschool Education; *Preschool Tests; *Test Reliability
IDENTIFIERS- *Kaufman Assessment Battery for Children; *Stanford Binet Intelligence Scale
Stability of performance on the Kaufman Assessment Battery for Children (K-ABC) and the Stanford-Binet Intelligence Scale: Fourth Edition (S-B:4) over a 1-year interval was examined with a sample of 28 nonhandicapped preschoolers. Each child was administered both tests in counterbalanced order and retested in 1 year with either the K-ABC or the S-B:4. Results indicated high stability for the K-ABC global scales and individual subtests. The verbal reasoning cluster of the S-B:4 seemed to provide a stable measure at the preschool level, but adequate stability was not demonstrated by the other area scores or the test composite. (PCB)

ED 291 519 PS 017 202

Smith, Douglas K.; And Others
K-ABC Stability in a Preschool Sample: A Longitudinal Study.

PUB DATE- Apr 88
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Chicago, IL, April 5-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Educational Testing; Longitudinal Studies; Middle Class; *Preschool Children; Preschool Education; *Preschool Tests; *Test Reliability; *Young Children
IDENTIFIERS- *Kaufman Assessment Battery for Children

Over a 2-year period, stability of performance on the Kaufman Assessment Battery for Children of 25 nonhandicapped preschool children was examined. Overall, results indicated a high level of stability for both global scale scores and subtest scores. Less stability was indicated for performance patterns and subtest strengths and weaknesses. (PCB)

ED 291 520 PS 017 204

Barber, Geraldine M.
Increasing Parental Involvement in Helping Fourth Grade Children To Learn through Home Curriculum To Improve Homework Habits.
PUB DATE- 87
NOTE- 79p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Elementary School Students; Intermediate Grades; *Parent Education; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation
This practicum was designed in response to a lack of parental involvement in a fourth grade classroom. The goals of the practicum were: (1) to encourage parents to become involved in helping their children learn at home as well as at school by attending parent-teacher conferences and other school-related activities; (2) to provide home visitation in order to help in establishing a home curriculum; and (3) to give support to parents who need help in assisting their children with homework. All 25 parents became involved in some aspect of the program, and considerable gains were made in parents' attitudes toward regular visits to school. In addition, parents monitored homework and, consequently, children completed and returned assignments. Twenty-three references are listed and two brief survey forms are appended. (PCB)

ED 291 521 PS 017 205

Davis-Dike, Janice
Project A.D.A.P.T.: Approaches for Developing Active Participation in State Mandated Training Programs for Child Caregivers.
PUB DATE- 87
NOTE- 151p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adult Vocational Education; *Child Caregivers; *Classroom Environment; Discussion; *Inservice Teacher Education; *Instructional Improvement; Orientation Materials; Postsecondary Education; Program Improvement; Social Reinforcement; *Student Participation; *Teaching Methods; Videotape Recordings
IDENTIFIERS- Mandatory Programs
To increase the participation of child caregivers in mandated inservice training provided at a metropolitan adult/vocational center, changes were made in the curriculum and classroom environment and the research literature was reviewed for ways of activating adult learners. Several specific program innovations were implemented, including the development of an orientation videotape and other pre-class adaptive activities, a change in class schedules and instructor assignment to allow for increased support and coaching assistance, a student-centered curriculum, re-arrangement of the physical environment to meet the special needs of adult students, and the inclusion of feedback, class involvement techniques, and video playback during discussion sessions. Evaluation data indicated that participants showed increased levels of orientation, in-class participation, self-appraisal, and positive program regard. Sixty references are cited. Related materials are appended, such as forms, questionnaires, a videoscript of orientation materials, and a faculty handbook. (RH)

ED 291 522 PS 017 208

Gratz, Elizabeth W.
Early Childhood/Elementary Essential Elements Texas Style.
PUB DATE- Mar 86
NOTE- 11p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (41st, San Francisco, CA, March 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competency Based Teacher Education; Core Curriculum; Curriculum Development; Early Childhood Education; *Educational Legislation; Elementary Education; Elementary School Curriculum; Elementary School Teachers; Higher Education; *Preservice Teacher Education; *State Legislation; *Student Teachers; *Teacher Certification; *Teacher Education Curriculum; Teacher Education Programs; Teacher Improvement; Teacher Interns; Teaching Experience
IDENTIFIERS- Pre Professional Skills Test; *Texas
In the 1980s, the passage of two laws--Chapter 75 of the Texas Education Code (providing for a well-balanced curriculum) and Texas Senate bill 50 (mandating teacher testing prior to certification)--has led to many changes in elementary and early childhood education as well as teacher education in Texas. In teacher education programs, course content is now geared toward helping students pass the Pre-Professional Skills Test (PPST), required since 1984, and the Examination for the Certification of Educators in Texas (ExCET), required since May, 1986. The number of areas of academic specialization for elementary education majors has also been reduced, and the amount of field experience required for all education majors has been increased. The inclusion of the essential elements from the State Board of Education Rules for Curriculum in the appropriate professional development education courses has served as further evidence of the implementation of the new standards. Students must master each essential element for each curricular area in their college coursework. This legislation will continue to generate curricular changes throughout Texas. Appendix titles include: (1) general provisions Chapter 75 of the Texas Education Code; (2) Elementary Well-Balanced Curriculum; (3) Essential Elements in English Language Arts, Grades 1-6; and (4) Two Reading Essential Elements and Descriptors by Grade Level. (SKC)

ED 291 523 PS 017 210

Spotlight on the Family: Public Policy and Private Responsibility.
American Jewish Committee, New York, N.Y.
REPORT NO.- ISBN-0-87495-098-8
PUB DATE- Feb 88
NOTE- 63p.; This publication was made possible by grants from the Sidney L. Hechinger Fund for Social Policy and from the Esther Rosenbaum Fund.
AVAILABLE FROM- The American Jewish Committee, Institute of Human Relations, 165 East 56 Street, New York, NY 10022-2746 ($7.00; quantity prices on request).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Cultural Background; Day Care; Divorce; *Family Characteristics; *Family Life; Family Size; Group Unity; Intermarriage; *Jews; *Marriage; Nuclear Family; Parent Child Relationship; Religious Factors; *Young Children
IDENTIFIERS- American Jewish Committee; *Family Policy; *Jewish Culture; Religious Practices

As a result of 18 months of deliberation on family policy issues pertaining to young children, the American Jewish Committee's Task Force on Family Policy put together this booklet. After an introductory foreword by E. Robert Goodkind, a paper by Steven Bayme, called "Current Debates and Challenges," outlines the range of issues underlying family policy and provides the relevant arguments for and against particular policy options and directions. Topics discussed include: current trends in the American family, the family policy debate, policy options, and the Jewish community. A second paper, "Classical Teachings and Historic Experience," by David Biale with the assistance of Rachel Biale, surveys Jewish teachings on public and private responsibilities to the family and synthesizes Jewish tradition and modern cultural values. The Biales' paper deals with the following topics: (1) marriage in Jewish tradition; (2) reasons for marriage; (3) extramarital and premarital sex; (4) intermarriage; (5) the social realities of marriage; (6) age at marriage; (7) the structure of the family; (8) divorce; (9) parent-child relations; (10) care of infants; (11) women and work; and (12) the Jewish tradition and the contemporary crisis of the family. The final section contains a statement on parents and children by the American Jewish Committee on Family Policy, and a list of American Jewish Committee Family Policy Task Force members. (SKC)

ED 291 524 PS 017 211

Fernie, David E.; DeVries, Rheta
Young Children's Reasoning in Games of Nonsocial and Social Logic: "Tic Tac Toe" and a "Guessing Game".
PUB DATE- 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Abstract Reasoning; *Childrens Games; *Mathematical Logic; *Young Children
IDENTIFIERS- *Social Reasoning
This research study tests Selman's (1980) hypothesis that different games pull players toward particular kinds of reasoning through a developmental comparison of children's reasoning in two games, Tic Tac Toe and the Guessing Game. The present study focuses on two basic questions and their educational implications: (1) What differences and similarities in the mastery of game format, in competitive awareness, and in advanced strategies are evident in the playing of these two games? and (2) Do these accomplishments in reasoning appear simultaneously or at different ages? The sample consisted of 87 children aged 3 through 7. Each child played a series of games with the experimenter. It was found that progress in children's reasoning was related to the two games, and that the progress could be described as mastery of mechanics, competitive attitude, and advanced strategy. Differences in children's reasoning were also evident. Progress in reasoning was slanted toward nonsocial logic in tic tac toe, and toward social logic in the guessing game. In addition, there were differences in the ages at which a competitive attitude and advanced strategies emerged in playing the games. A 21-item reference list and five tables are included. (PCB)

ED 291 525 PS 017 212

Avgar, Amy
The Effects of Infant Day Care on Child Development.
American Jewish Committee, New York, N.Y.
PUB DATE- Feb 87
NOTE- 15p.
AVAILABLE FROM- The American Jewish Committee, Institute of Human Relations, 165 East 56 Street, New York, NY 10022-2746 ($1.25; quantity prices on request).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Attachment Behavior; Child Caregivers; Cognitive Development; *Day Care; Day Care Centers; Early Childhood Education; Emotional Development; *Employed Parents; Family Attitudes; Family Characteristics; *Infant Behavior; *Infants; *Longitudinal Studies; Social Development
Studies on the effects of early day care can be characterized according to two distinct research trends. In the first, which occurred during the 1960s and 1970s, the principal issue was whether day care had any inevitable and negative consequences for the child and, particularly, the mother-child attachment. The second, more recent, trend has been to investigate the individual, family, and institutional conditions that enhance the effects of nonmaternal care. A review of the evidence from these two research trends indicates that: (1) early day care experiences have no long-term effects on intellectual development, except for economically disadvantaged children; (2) some day-care-reared infants display more anxious or avoidant behavior than home-reared infants; (3) for certain children, early day-care experience is associated with heightened interaction with children and lower compliance with adults; and (4) attitudes and family circumstances associated with nonmaternal care, as well as the nature and quality of the caregiving, must be considered when accounting for consequences related to substitute care. These indications raise questions for a number of policy issues, including what policy initiatives deserve consideration. (PCB)

ED 291 526 PS 017 214

K-3 Essential/Exit Skills.
Arizona State Dept. of Education, Phoenix.
SPONS. AGENCY- Department of Education, Washington, D.C.
PUB DATE- Feb 88
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Basic Skills; Grade 3; Health Education; *Language Arts; Mathematics Instruction; Music Education; Primary Education; Reading Instruction; Reading Skills; Science Instruction; Social Studies; *State Curriculum Guides; Visual Arts; Writing Instruction
IDENTIFIERS- *K 3 Improvement Program AZ

Described in this document are the minimum competency requirements that Arizona students must master before they can leave third grade. These requirements were mandated by the K-3 Improvement Plan first implemented in the 1986-87 school year. The first section of the document, which discusses revision of the K-3 skills list, covers background information, the revision committee, the comittee's work, hearings and district responses, and coordination with the Language Arts Essential Skills Committee. Remaining sections contain the text of the law that established the K-3 Improvement Program, program guidelines, an explanation of the philosophy of the program, and listings of third grade essential/exit skills in the subject areas of: (1) social studies; (2) science; (3) music; (4) health; (5) mathematics; (6) visual arts; and (7) language arts skills. The revised language arts essential skills section discusses how the revision can be used and how listings were revised. Discussion of the latter topic covers the revision committee's work, how current knowledge about language arts was used by the committee, and the format of the language arts essential skills. Sixteen references are appended. Appended also are the detailed formats for the language arts essential skills as well as lists of outcome criteria for these skills. (SKC)

ED 291 527 PS 017 215

Vanble, Mary Ellen; Gilman, David Ala
A Study of the Relationship Between C... Size and Achievement.
PUB DATE- Mar 88
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Class Size; Grade 1; Mathematics Achievement; Meta Analysis; Primary Education; Reading Achievement; Small Classes; *Teacher Student Ratio; Teaching Methods
IDENTIFIERS- Indiana; *PRIMETIME
This study examined the relationship between test results of students in PRIMETIME first-grade classrooms in Indiana, and the Smith and Glass (1979) class size/achievement model. The class size/achievement model shows the results of a meta-analysis of research on class size which indicated that as class size decreases, achievement increases. The PRIMETIME project reduced the student/teacher ratio in first grade classrooms to 14:1. The current study examined 10 sets of data collected from over 2000 first-grade classrooms. Only 3 of the 10 studies examined reported a positive relationship between decreased class size and increased achievement scores. The conclusion of this study is that reduced class size is necessary, but not sufficient, to increase achievement scores. The role of teaching methods in small classes as a factor in increasing test scores is discussed, as are other contributing variables which may have affected achievement scores. It is recommended that PRIMETIME be continued, but that teaching methods and materials in smaller classes also be changed to increase achievement. (PCB)

ED 291 528 PS 017 219

History and Fundamentals of Child Support Enforcement. Second Edition.
National Inst. for Child Support Enforcement, Chevy Chase, MD.
SPONS. AGENCY- Office of Child Support Enforcement (DHHS), Washington, DC.
PUB DATE- Sep 86
NOTE- 154p.
CONTRACT- OCSE-600-83-001
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Historical Materials (060) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Advocacy; Children; Childrens Rights; *Federal Legislation; *Federal Programs; Law Enforcement; One Parent Family; Parent Child Relationship; *Parent Financial Contribution; *Parent Responsibility
IDENTIFIERS- *Child Support; *Child Support Enforcement Program

The Child Support Enforcement Amendments of 1985, the most significant child support enforcement measures taken by the United States Federal Government since the Child Support Enforcement Program was created in 1975, are discussed in this document. Also discussed are the history of enforcing child support payments and methods for dealing with absent parents. The first chapter provides a general overview of the problems involved in getting parents to keep up with child support payments, and how the Child Support Enforcement Program can help. In Chapter 2, the organizational structure of the Child Support Enforcement Program is described. Chapter 3 deals with the intake process, touching on sources of cases, intake procedures and issues, and the conducting of intake across state lines. Locating absent parents is the focus of Chapter 4, and paternity establishment procedures are detailed in Chapter 5. Chapter 6 concerns assessment of child support obligations, including a description of formulas and guidelines. Procedures for establishing court orders for child support are detailed in Chapter 7, and information about methods of enforcing child support orders is supplied in Chapter 8. Chapter 9 provides guidelines for collecting and distributing child support payments. An appendix summarizes the legislative history of child support enforcement, and a glossary is included. (SKC)

ED 291 529 PS 017 220

St. Peters, Michelle; And Others
Television and Families: What Do Young Children Watch With Their Parents?
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Mar 88
NOTE- 23p.; Paper presented at the Meeting of the Southwestern Society for Research in Human Development (New Orleans, LA, March 17-19, 1988).
GRANT- NIMH-MH-39595
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; Longitudinal Studies; Parent Attitudes; *Parent Child Relationship; Parent Influence; Tables (Data); Television Surveys; *Television Viewing; *Young Children
This study investigated several questions concerning the amount of viewing and types of programs children and parents watch alone and together. Patterns of children's viewing with and without parents were examined, as well as how parent-child coviewing affects individual family members' viewing. Children 3 to 5 and 5 to 7 years old, and their families, were studied over a two-year period. Each family kept a diary of television viewing. It was found that: (1) parents and children coviewed adult programs three times more than children's programs; (2) the majority of children's viewing of adult programs was with parents; (3) coviewing with parents decreased with age; and (4) parents' viewing choices were the major predictor of what parents and children watched together. A 50-item reference list and statistical tables are included. (PCB)

ED 291 530 RC 016 315

Peshkin, Alan
The Imperfect Union. School Consolidation & Community Conflict.
REPORT NO.- ISBN-0-226-66166-0
PUB DATE- 82
NOTE- 214p.
AVAILABLE FROM- The University of Chicago Press, 5801 South Ellis Avenue, Chicago, IL 60637.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Books (010)
DESCRIPTORS- *Boards of Education; Community Attitudes; *Community Involvement; Community Schools; *Consolidated Schools; Educational History; *Educational Policy; Elementary Education; Local Issues; Rural Schools; *School Closing; *School Community Relationship; School District Reorganization
IDENTIFIERS- *Conflict Analysis; Illinois
"The Imperfect Union" recounts the experiences of "Killmer," Illinois, from 1975 to 1979 while the village of 900 persons sought to fight the closing of its elementary school by seceeding from the consolidated school district ("Unit 110") to which it belonged. "Unit 110" is represented as an imperfect educational union of five politically distinct villages--a district which was established on the assumption that the primary purpose of schools, overriding all others, is the education of children. The account follows the efforts of "Killmerites" to bring other, possibly larger, issues to the surface: the nature of communities and their boundaries; the nature of school union when separate districts are consolidated; the behavior of communities in conflict over school affairs; and the meaning of a school to its community. Eight chapters follow the conflict from its prelude in the establishment of Consolidated School District "Unit 110;" through the troubled early years, 1945-1962; before and into the storm; no resolution in sight (May 1976-January 1977); petitions, politics, and perturbations; the conflict revisited; and the conflict explained. (JMM)

ED 291 531 RC 016 317

Worthington, Ross
Rural & Distance Education. A Bibliography with Particular Emphasis on Australia.
Queensland Dept. of Education, Brisbane (Australia). Research Branch.
PUB DATE- Jun 82
NOTE- 218p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; Communications Satellites; *Correspondence Study; Delivery Systems; *Distance Education; Educational Radio; Educational Television; Elementary Secondary Education; Foreign Countries; *Instructional Effectiveness; Postsecondary Education; *Rural Education; *Telecommunications; Videotape Recorders
IDENTIFIERS- *Australia; United States

Produced by the Rural and Distance Education (RADE) database of the Queensland (Australia) Department of Education, this bibliography is designed to support research studies and to aid teachers, administrators, support personnel, and policy makers. The 1,965 citations, which include both monographs and journal articles (some of which are already in the ERIC database), are not annotated but do include index terms. An explanation of initialisms used and a subject index are appended. The entries are almost all in English and deal chiefly with Australia and the United States. All were published between 1925 and 1982. (JMM)

ED 291 532 RC 016 321

Miller, Linda
Female Educators, Development, and Human Capital: A Brazilian Case. Working Paper #35.
Michigan State Univ., East Lansing. Office of Women in International Development.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Sep 83
NOTE- 21p.
AVAILABLE FROM- Office of Women in International Development, 202 International Center, Michigan State University, East Lansing, MI 48824.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Attitudes; Community Role; Developing Nations; *Economic Development; Elementary Secondary Education; *Females; Field Studies; Foreign Countries; *Human Capital; Human Resources; *Labor Force; Patriotism; *Productivity; Role of Education; Skill Development; Social Status; Teacher Qualifications; *Teacher Role; Unskilled Workers
IDENTIFIERS- *Brazil; Human Capital Theory

The role of female educators in the Brazilian Amazon community of Itaituba (population in 1970: 12,690) has fallen short of that envisioned by the policymakers and social scientists in the early 1970s, as indicated by research conducted in 1976-77. Based on the "human capital" theory, better-trained local teachers were to train the local labor force, thereby improving productivity. Itaituba experienced rapid growth during the 1970s due to the construction of two federal highways. A new middle class emerged, of which female educators were an important segment. More students were reached and they stayed in school longer. After graduating, however, they left the community in search of more education and better jobs. By 1977 it was clear that the contribution of female educators to the economic development of the region was negligible, although they were able to promote community life, national integration, and patriotic nationalism in ways consistent with gender and class expectations and restraints (social class inequality that often benefits middle- and upper-class women outweighed gender inequality). At present, cheap unskilled labor is in more demand than skilled, productive--and more expensive--labor. Thus, the effort to develop human capital remains an ideal rather than a reality in frontier communities like Itaituba. Thirty-two references are appended. (JMM)

ED 291 533 RC 016 365

Hayward, J. A.
Priorities for Extension.
PUB DATE- 24 Apr 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for International Agricultural Education (3rd, Chevy Chase, MD, April 24-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Policy; *Administrative Principles; Agribusiness; *Agricultural Education; Appropriate Technology; *Cost Effectiveness; Delivery Systems; Developing Nations; Extension Agents; *Extension Education; Financial Support; *Needs Assessment; Planning; *Policy Formation; Program Development; Program Effectiveness; Program Improvement; Resource Allocation; Staff Development; Staff Utilization; Technical Assistance; Training Objectives
IDENTIFIERS- *Priorities; Training and Visit System; World Bank
Agricultural extension is one component in an array including research, training, education, marketing, international trade, etc. which develop together to bring about growth, and sustained growth determines the priorities for extension. These priorities depend inevitably on the stage of development of a country or region, and on the current environment in which extension operates. Priorities for extension include: (1) establishing appropriate systems, based on sound management principles (as embodied by World Bank's Training and Visit system); (2) promoting extension as a major development resource to governments and farmers, to ensure that the necessary resources are provided to carry out its true functions; (3) combining research, extension, and training projects to overcome the problem of inefficient information dissemination systems; (4) training field workers to identify and select applicable technology for local farmers; (5) building and sustaining quality manpower (by offering education, training, and incentives at all levels); (6) educating farmers and other clients to eliminate barriers between them and the technology and research they receive; and (7) reducing the costs of extension without compromising its effectiveness (working with groups instead of individuals, careful use of mass media and computers--privatization and developments in communication technology hold promise for cutting costs and improving effectiveness). (JMH)

ED 291 534 RC 016 371

Crunkilton, John R.; And Others

Graduate Programs of International Students Studying Agricultural Education in the United States with Implications to the International Training Program at the American Farm School in Greece.

PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Association for International Agricultural Education (3rd, Chevy Chase, MD, April 24-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Agricultural Education; Curriculum Development; Extension Education; *Foreign Students; *Graduate Students; Higher Education; *Participant Characteristics; Participant Satisfaction; Professional Training; *Student Interests; Summer Programs
IDENTIFIERS- *American Farm School; Greece; *Market Analysis; United States

A questionnaire was sent to 161 international graduate students studying agricultural education/extension in the United States to identify implications for the International Training Program at the American Farm School near Thessaloniki, Greece, and to assess the students' degree of interest in attending the Farm School's Training Program. Eighty-six usable responses yielded data on age and sex of respondents, sources of financial assistance, professional positions, country of origin, degrees held, satisfaction with programs, courses taken, perceptions of program goals, and desired changes in curriculum. While students were generally pleased with their formal graduate programs, some voids existed, and 93% of the respondents showed interest in attending the International Training Program. It was concluded that these students could be prime participants in the program, and potential students for a summer program. Recommendations included: a good informational program should be instituted to provide students with timely course/enrollment information for the Farm School; efforts should be made to encourage countries to sponsor their students in the school's summer short course; and the American Farm School and United States international graduate programs should alter their curricula to address more practical concerns, such as rural development activities. (JMM)

ED 291 535 RC 016 377

Jones, Stephen P.
Lessons Learned from Evaluating African Agricultural Training Projects.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Association for International Agricultural Education (3rd, Chevy Chase, MD, April 24-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Agricultural Education; *Consultants; Credentials; *Evaluation Methods; *Field Studies; Performance; Professional Services; *Program Evaluation; Qualifications; Reports; Rural Development
IDENTIFIERS- *Agency for International Development
Since all Agency for International Development (AID) projects require an evaluation component, AID's emphasis on assistance to agriculture and rural development projects ensures a continuing need for skilled and expert personnel to evaluate those projects. Intended for potential AID project evaluators, this guide uses experience gained from field work in Senegal, Rwanda, Togo, Mali, and the Sudan to identify five phases in project evaluation: qualification for and involvement on an evaluation team; pre-departure orientation to the project; hit the field running; expectations and surprises in the field; and, the exit. Examples or explanations are given for each phase. Recommendations emphasize the importance of: establishing a good reputation; gaining familiarity with the project and its strategy; maintaining objectivity and being a good listener; and conducting final briefing and preparing reports. (JMM)

ED 291 536 RC 016 380

Gor, Christopher O.; And Others
A Discussion of Strategies for Appropriate Technology Transfer to Developing Countries.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for International Agricultural Education (3rd, Chevy Chase, MD, April 24-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agriculture; *Appropriate Technology; Delivery Systems; Developed Nations; *Developing Nations; Evaluation Methods; *Financial Support; Foreign Countries; Industrialization; International Programs; Modernization; Money Management; Needs Assessment; Productivity; *Program Effectiveness; *Technological Advancement; *Technology Transfer; Transfer of Training
IDENTIFIERS- Brazil; Kenya
The ongoing flow of monetary assistance and technological transfer from developed to developing countries is examined and its success gauged. Two examples are cited: "The Mumias Sugar Company--A Success Story in Kenya," and, "The Sao Francisco River Power Development in Brazil--A Disaster along the River." The paper also discusses what appropriate technology means, its role in development, and means of strengthening this role and/or effectiveness. Definitions used in reference to appropriate technology are listed. Four strategies for transferring technology to developing countries are identified and discussed: top-down strategy (in which technology is transferred to the educated elite with the aim that it will trickle-down to the poor); intermediate technology strategy (which provides a step to bridge the gap between indigenous and advanced technology); use of multinational corporations strategy (in which large corporations are used to transfer technology); and basic needs strategy (the transfer of only that technology appropriate to the specific needs of the indigenous population). The shortcomings of the strategies are investigated, followed by plans for strengthening technology transfer strategies and their major components: needs assessment, target group involvement, evaluation/follow-up, and relevance of technology transfer in developing projects. Brief conclusions/recommendations address definitions, strategy shortcomings, and indigenous technologies. (JMM)

ED 291 537 RC 016 381

Lambur, Michael; And Others
International Programming in the Cooperative Extension System.
PUB DATE- Apr 87
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for International Agricultural Education (3rd, Chevy Chase, MD, April 24-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Extension Agents; Extension Education; Instructional Materials; *International Studies; Organizational Effectiveness; *Organizational Objectives; Program Design; *Program Development; Program Implementation; Role of Education; *World Problems
IDENTIFIERS- *Cooperative Extension Service; International Responsibility; *Public Awareness
"Understanding World Agriculture" is a 3-year project (1984-1987) designed to mobilize resources of the Cooperative Extension Service (CES) to enhance citizen understanding of political, economic, technical, and social factors relating to world problems of hunger and poverty and to the stake of the United States in international development. The project is aimed at CES clientele, which represents a broad cross section of the American public. A handbook for extension personnel was developed in the project's first year, 1984-1985. Activities in the second and third years will focus on the preparation and testing of educational materials based on the handbook, and on training extension personnel in their use. Another project component assessed the current level of institutional support and capacity for an international public education dimension within the Cooperative Extension System of selected Land Grant Universities. Eleven states contributed to the assessment in the winter of 1985-1986. Although the 888 CES staff were basically very supportive of an international dimension for CES, telephone interviews with 28 administrators pinpointed weaknesses in institutional commitment, structure, and capacity for support. Although some CES staff have ventured into international education on their own, these efforts are not sufficient to meet current demands and programming concepts. (JHM)

ED 291 538 RC 016 391

Agricultural Trends and Resource Conservation: Implications and Issues. A Symposium Proceedings (Washington, D.C., November 3-5, 1986).
Soil Conservation Service (DOA), Washington, D.C.
PUB DATE- Aug 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agricultural Occupations; *Agricultural Trends; Communications; Conservation Education; Farm Management; Financial Services; Government Role; Natural Resources; *Policy Formation; Program Development; Program Implementation; Rural Economics; *Rural Environment; Rural Population; *Soil Conservation; *Technological Advancement; *Trend Analysis; Water Resources
IDENTIFIERS- Soil Conservation Service

The purpose of this paper is to highlight some of the most significant trends likely to affect agricultural resource conservation activities, to discuss their significance to policy development and program management and implementation, and to make policy and program recommendations. In November 1986, 25 representatives from academia, farming ranching, commodity groups, agricultural organizations, and agribusiness met with Soil Conservation Service (SCS) personnel to discuss and respond to the issues raised in a draft version of this paper. Their reactions and recommendations have been incorporated into the paper. Four broad concerns are identified: the changing structure of agriculture, the changing structure of rural communities, changing agricultural policies, and technological changes, as well as others changes in the agricultural environment (such as financial changes). Discussion within concerns touches on changes in farm ownership, increased off-farm employment, emerging conservation coalitions, changing patterns of communication, new legislative initiatives, biotechnology, information and equipment technologies, international factors, etc. Implications conclude each large section. Issues raised in this paper will set the stage for providing modifications, changes, and additions to the program initiatives of the SCS National Conservation Program that has provided priorities for United States Department of Agriculture activities since 1982. (JMM)

ED 291 539 RC 016 476

Berry, De Ann; And Others
Merchant People: Pride, Power, and Belief in Rural America. Learning Guide. First Edition.
REPORT NO.- ISBN-0-9616762-0-5
PUB DATE- 86
NOTE- 50p.
AVAILABLE FROM- Griesinger Films, Rt. 1, Box 1986, French Creek, WV 26218.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Traits; Educational Resources; Higher Education; *Rural Areas; Rural Economics; Secondary Education; Small Businesses; Social Sciences; Teaching Guides; Values; *Work Attitudes
IDENTIFIERS- *Appalachia; *West Virginia
This learning guide is designed to accompany the 29-minute, color, educational documentary, "Merchant People: Pride, Power, and Belief," a film which depicts how nine rural West Virginia small business proprietors think and feel about their work and life. It contains a description of the film setting, complete transcript of film dialogue, teaching guide, student questionnaire, suggested readings, biographical data about the filmmakers, note from the producer, film discount coupon, and purchasing information. The film and guide are recommended as a base for in-depth discussion or composition when used in secondary and/or college classrooms or community workshops. The teaching guide section presents values that most readily identify Appalachian culture: traditionalism, familism, neighborliness, love of home place, individualism, personalism, modesty, sense of humor, and religion. Social science themes outlined for discussion are world view, group cohesion, social construction of reality, sociological imagination, Protestant ethic, and Gemeinschaft. (NEC)

ED 291 540 RC 016 481

Zastrow, Leona; Johns, Jennifer S.
Johnson O'Malley Program Evaluation. 1984-85.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Dec 85
NOTE- 22p.; For related document, see ED 241 205.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian Education; American Indians; *Ancillary School Services; Competency Based Education; Counseling Effectiveness; *Counseling Objectives; *Counseling Services; Elementary Secondary Education; Parent Participation; *Parent School Relationship; Program Descriptions; Program Evaluation; *Student Needs
IDENTIFIERS- Albuquerque Public Schools NM; *Johnson O Malley Act
The Johnson O'Malley (JOM) Program for 1984-1985 in the Albuquerque (New Mexico) Public Schools provided the 1,622 eligible JOM students and their parents with the opportunity to receive supplemental counseling, support services, and information through newsletters. Six high schools and two junior high schools with sizable eligible JOM student population were chosen for supplemental counseling. Six certified counselors were hired to provide supplemental counseling. All counselors were supervised by the District Coordinator of Indian Education. Supplemental counseling helped students accomplish specific competencies. Four problem-solving programs were developed to help students in the areas of drugs and alcoholism, personal and social problems, leadership, and parental involvement. A directory of resources was compiled listing agencies for referral. Students were provided support services for obtaining school supplies and participating in school activities. Parents were informed about the program activities and services through a series of six newsletters. Program achievement was evaluated in terms of seven objectives. Twelve recommendations are offered for continued improvement. (JHZ)

ED 291 541 RC 016 506

Cavatta, Jerry C.
Las Cruces Public Schools: A View of Our Schools, 1986-87 School Year.
Las Cruces School District, N. Mex.
PUB DATE- Sep 87
NOTE- 16p.; Portions contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; American Indians; Basic Skills; Bilingual Education; *Educational Objectives; Educational Status Comparison; Elementary Secondary Education; Enrollment; *Enrollment Trends; Ethnicity; Hispanic Americans; *Public Schools; School Demography; *School Districts; *School Personnel; School Policy; Special Education; Teacher Qualifications; Teacher Student Ratio; Whites
IDENTIFIERS- *Las Cruces Public Schools NM; New Mexico (Las Cruces)
Las Cruces Public Schools (Dona Ana County, New Mexico) is the second largest school district in New Mexico serving 6% of the state's public school students. Enrollment, declining in the late 1970s to a 1980-81 low of 15,349 students, has increased steadily through the 1986-87 school year, when 17,207 students were enrolled, primarily in grades K-5. The district includes 17 elementary schools, 4 junior high schools, 1 combined elementary-junior high school, 2 high schools, an alternative high school, and a night high school. Increased enrollments and educational requirements have led to an aggressive expansion and modernization effort funded through voter support for bond issues and tax levies. School population reflects a blend of ethnic/cultural backgrounds--45% Anglo, 52% Hispanic, and 3% Native American. Demographic samples show that the Comprehensive Tests of Basic Skills for 1983-84 through the 1986-87 school years given to 3rd, 5th, and 8th graders have been at or above the national average performance. Information on the proportions of teaching staff to administrative and support staff, pupil/teacher ratios, training and experience level of staff members, and percentage of students requiring special education and bilingual services is provided. The of teaching staff to administrative and support staff, pupil/teacher ratios, training and experience level of staff members, and percentage of students requiring special education and bilingual services is provided. The New Mexico High School Proficiency Exam is outlined. Scholarship and award winners are listed. (JHM)

ED 291 542 RC 016 539

Dhillon, Joginder S., Ed.; Howie, Marguerite R., Ed.
Dimensions of Poverty in the Rural South.
Florida A and M Univ., Tallahassee. Center for Community Development and Research.
PUB DATE- 86
NOTE- 259p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- *Blacks; Delivery Systems; Demography; Employment Opportunities; Equal Opportunities (Jobs); Government Role; Health Programs; Human Services; Land Grant Universities; Policy Formation; *Poverty; Questionnaires; Racial Attitudes; *Racial Discrimination; *Regional Characteristics; Research Design; Rural Areas; *Rural Population; Sociocultural Patterns; Unemployment; Whites
IDENTIFIERS- *United States (South)

The major papers collected in this work were written by researchers who participated in a regional research project entitled "Isolation of Factors Related to Levels and Patterns of Living in the Rural South." Chapter 1 examines the low income rural family as an open system. Chapter 2 discusses research objectives and sample design. Chapter 3 focuses on socio-demographic variables of race, sex, age, education, occupation, farm status, number of children, and marital disruption as predictors of a rural family's level of poverty. Chapter 4 looks at uneven distribution of employment opportunities between blacks and whites. Chapter 5 discusses causes of poverty that reside in the society rather than in the individual. Chapters 6 and 7 deal with availability, use, and quality of agency services. Chapter 8 identifies factors related to participation in food stamp and health programs. Chapter 9 outlines the history of social services in the United States and notes present growing numbers of persons in need of public assistance. Chapters 10 and 11 present recommendations to help the poor, including increased role of state agencies and local community action groups. Chapter 12 contains an annotated bibliography of 40 entries. Appendices include the survey questionnaires and a list of 15 contributors. (JHZ)

ED 291 543 RC 016 546

Eberts, Paul; Khawaja, Marwan
Causal Factors Affecting Local Fiscal Stress in U.S. Northeast Counties. Cornell Rural Sociology Series. Bulletin No. 149.
Cornell Univ., Ithaca, N.Y. Dept. of Rural Sociology.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- Jun 87
NOTE- 43p.; This study is a Contribution to U.S. Department of Agriculture Hatch Regional Project, NE-151, Fiscal Austerity and Its Consequences in Local Government.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Financial Problems; Fiscal Capacity; Government Role; Human Services; *Influences; *Local Issues; Policy Formation; Political Influences; Population Trends; *Resource Allocation; *Rural Urban Differences; *Stress Variables; Welfare Services
IDENTIFIERS- Counties; Fiscal Accountability; Fiscal Response; *Fiscal Stress; Highways; Public Services; *United States (Northeast)
Conceptualizing high local fiscal stress as a variable which includes low fiscal capacity, high local tax effort and high local need requires building a typology reflecting this conceptualization. This study builds such a typology for 166 counties in the northeastern United States and examines the effects of variables taken from a series of popular hypotheses regarding local fiscal stress. Findings show that the category with the largest effect on local fiscal stress is per capita expenditures for highways. Other causal factors include: high local demand for services (e.g. education, welfare); location (rural localities suffer from more local fiscal stress than metropolitan localities); high local needs (e.g. unemployment and crowded housing); and high centralization of formal political influence and authority. However, local fiscal stress is comparatively lower in manufacturing localities, and state intergovernmental revenue transfers to localities generally reduce inequalities in fiscal stress. Suggested policy implications to enhance distributive justice regarding local fiscal stress are that states should transfer more funds to highly stressed localities particularly for highways, but also for schooling and welfare. In addition, localities should try to create more accountability in their local budgeting process rather than to concentrate power in the hands of their elected officials. (JHM)

ED 291 544 RC 016 556

Larson, Oscar W., III
ESCAPE Project Performance Report for the 1984-85 and 1985-86 Periods.
Cornell Univ., Ithaca, N.Y. Dept of Human Development and Family Studies.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- Sep 87
NOTE- 306p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Child Abuse; *Child Neglect; Interstate Programs; *Migrant Children; *Migrant Problems; *Prevention; Program Descriptions; *Resource Materials; State Programs; Statistical Data; Technical Assistance
IDENTIFIERS- Florida; New Jersey; Pennsylvania; *Project ESCAPE; Texas
This report summarizes accomplishments of the ESCAPE (Eastern Stream Child Abuse Prevention and Education) Project over its final two years and identifies products developed under its auspices during this period. An introduction describes the project which was initiated in 1982 to establish and reduce the incidence of child maltreatment in the migrant population and operated through state and local education agencies in cooperation with health, legal services and law enforcement, job training and safety, child protection, human services, farmworker, family, and minority advocacy agencies. Project activities in research, training, technical assistance, preparing resource materials for educator and health personnel, and coordination of public and private efforts are summarized in separate sections. The bulk of the report consists of a series of eight attachments. They include texts of studies of incidence and patterns of migrant child maltreatment in Florida, Pennsylvania, New Jersey, and Texas, as well as selected segments of state migrant child abuse prevention plans for California, Florida, Illinois, Maryland, New Jersey, and Washington. Also included are materials developed for the National Migrant Child Abuse Prevention Institute and introductory pages of "What's a Kid to Do about Child Abuse?" and "What's a Teacher to Do? Child Abuse Education for the Classroom." (NEC)

ED 291 545 RC 016 559

Pohland, Paul A.
The English Village College: A Rural Education Alternative.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Educational Philosophy; Foreign Countries; *Lifelong Learning; *Nontraditional Education; Postsecondary Education; Program Descriptions; Public Opinion; *Rural Education; Rural Schools; School Community Relationship; Social Attitudes
IDENTIFIERS- England; *Village Colleges (England)
The Village College is a uniquely English institution, yet it may be a viable model for rural education in some parts of the United States as well. If so, four adaptations seem paramount: attitudinal restructuring, institutionalization of adult and community education, a demography capable of supporting the effort, and a new model of educational leadership. Of the four, attitudinal restructuring appears to be the most basic. Life long learning tends to be honored more in the breach than in the main. First, education is typically associated in the public mind with corporate schooling, and corporate schooling is defined as a certified teacher teaching a standardized curriculum topic to a registered student in an accredited school. Nonformal education embodied in adult and community education violates the schooling rule in every respect and thus forfeits substantive social support. Second, there is widespread agreement that society's responsibility for education has been fulfilled when youth leave school to join adult society. Third, postsecondary education typically has been accorded "privilege" rather than "right" status. Fourth, no compelling state of interest has ever been articulated on behalf of adult and community education, and thus it has not been incorporated into the national educational plan. (JHZ)

ED 291 546 SE 048 840

McFadden, C.
The Atlantic Science Curriculum Project in Perspective.
New Brunswick Univ., Fredericton.
PUB DATE- Jun 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Educational Change; Educational Finance; *Foreign Countries; International Cooperation; *Science Curriculum; Science Education; Science Instruction; *Science Teachers; Secondary Education; *Secondary School Science
IDENTIFIERS- *Atlantic Science Curriculum Project; Nova Scotia
The Atlantic Science Curriculum Project was launched in 1976 at the Atlantic Institute of Education in Halifax, Nova Scotia, Canada, as a regional initiative. This account of the project provides its aims, its experience, and its lessons for others similarly engaged in the task of improving curriculum and instruction. This paper was written at a time when the Project was changing from a regional initiative to a national and international collaborative effort related to curriculum development and research. (TW)

ED 291 547 SE 048 872

Baker, Dale R.; Piburn, Michael D.
Learning To Think: A Major Factor in the Decline in Attitude toward Science.
PUB DATE- 88
NOTE- 34p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 9; *Locus of Control; Mastery Learning; *Problem Solving; Science Curriculum; Science Education; *Scientific Attitudes; *Scientific Literacy; Secondary Education; *Secondary School Science; *Self Concept; Student Attitudes
The purpose of this study was to identify factors responsible for the perceived decline in attitudes toward science observed in an intervention study designed to enhance scientific literacy. The literacy study focuses on a new freshman course in an urban Catholic high school. Negative attitudes toward science were found to be related to the demand characteristics of the scientific literacy course, which emphasized problem solving. Although the course was successful in teaching literacy skills and had a positive effect on general cognitive abilities, there was a sharp decline in attitude toward science between the beginning and end of the course. Factors related to attitude decline are discussed in terms of self-concept, mastery, locus of control and motivation. (TW)

ED 291 548 SE 048 873

Beutler, Lawrence J.
Environmental Education: Making the Future More Promising.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Jan 88
NOTE- 9p.
AVAILABLE FROM- National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091 ($4.00 subscription; $1.25 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- Case Studies; *Conservation (Environment); Conservation Education; Elementary School Science; Elementary Secondary Education; *Environmental Education; Global Approach; *Interdisciplinary Approach; Outdoor Education; *Problem Solving; Science Education; *Secondary School Science; *Social Studies
IDENTIFIERS- *Environmental Education Programs
Environmental education is generally thought to be an approach to teaching and learning that will help students develop the knowledge, skills, and values basic to environmental problem solving. This report addresses the need for environmental education and attempts to clarify definitions of some of the efforts such as outdoor education and conservation that have served as forerunners of environmental education. It includes a copy of the conference declaration of the world's first intergovernmental conference on environmental education which was held in Tbilisi, Russia, in 1977. Five basic objectives for environmental education are discussed, along with the need to infuse environmental education into the K-12 curriculum. Included is a set of seven short case studies of exemplary environmental education programs along with a list of resource materials on the subject. (TW)

ED 291 549 SE 048 874

The Disappearing Forests. UNEP Environment Brief No. 3.
United Nations Environment Programme, Nairobi (Kenya).
PUB DATE- 88
NOTE- 9p.; Color charts may not reproduce well.
AVAILABLE FROM- UNEP, P.O. Box 30552, Nairobi, Kenya.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conservation (Environment); *Depleted Resources; *Ecological Factors; *Environmental Education; *Forestry; Genetics; Global Approach; International Cooperation; *International Organizations; Natural Resources; Science and Society; World Problems
IDENTIFIERS- Environmental Problems; *Tropical Rain Forests

Tropical forests cover 20 percent of the Earth's land surface, but they are rapidly disappearing, with some estimating the loss of 7.5 million hectares a year. This bulletin provides a set of key facts relating to this problem. It details: (1) factors involving the rate at which the forests are disappearing; (2) some of the effects of these losses (including problems of subsistance, industrial products, ecological stabilization, and genetic diversity); and (3) some things that can be done to curb the rapid loss of these forests. The document addresses what the United Nations Environment Programme (UNEP) is doing to deal with this issue on a global scale. It provides a future scenario for the protection of tropical rain forests, along with a listing of resources that can provide more detailed accounts of the issues addressed in this publication. (TW)

ED 291 550 SE 048 875

Pines, Maya
The New Human Genetics. How Gene Splicing Helps Researchers Fight Inherited Disease.
National Inst. of General Medical Sciences (NIH), Bethesda, Md.
REPORT NO.- NIH-84-662
PUB DATE- Sep 84
NOTE- 68p.
CONTRACT- 263-MD-332131-2
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cancer; *Disease Control; Diseases; *DNA; *Embryology; *Genetic Engineering; *Genetics; Medicine; Reproduction (Biology); Science and Society; Scientific and Technical Information; Sickle Cell Anemia; *Technological Advancement
The science of genetics is perceived to offer hope that a large number of the 3,000 inherited diseases which afflict human beings may be prevented or controlled. This document addresses some of the advances that have been made in this field. It includes an introduction and sections on: "The Beginning of Human Genetics"; "Unlocking the Secrets of DNA"; "The Development of Recombinant DNA Techniques"; "A New Understanding of Sickle-Cell Disease and Other Blood Disorders"; "How to Use DNA Fragments to Detect a Disease"; "How DNA Probes Find Their Match"; "Stalking the Most Elusive Genes"; "The Rapid Growth of Gene Mapping"; "Zeroing In on Cancer Genes"; "A Bank of Living Human Cells"; "GenBank: A National Database of Nucleic Acid Sequences"; and "The Promise of Genetic Therapy." A glossary of terms is also included. (TW)

ED 291 551 SE 048 876

Brody, Michael; And Others
An Assessment of Student Knowledge in Fourth, Eighth and Eleventh Grades of Science and Natural Resource Concepts Related to Acidic Deposition.
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Air Pollution; *Concept Formation; Controversial Issues (Course Content); Ecology; Economic Factors; *Elementary School Science; Elementary Secondary Education; *Environmental Education; Geology; Grade 4; Grade 8; Grade 11; Meteorology; *Misconceptions; Natural Resources; Science and Society; Science Education; *Secondary School Science; Social Studies; *Water Pollution
IDENTIFIERS- Acid Rain; *Environmental Education Research; Maine
This study assessed the level of scientific and natural resource knowledge that 4th, 8th, and 11th grade students in Maine possessed concerning acidic deposition. A representative sample of public school students (n=175) was interviewed on 12 concept principles considered critical to a full understanding of the acidic deposition problem. These included geological, meteorological, ecological, political, and economic concepts. Student knowledge was rated for each concept principle on a scale of complete, high partial, low partial, or no understanding. Common misconceptions were also noted. Generalized correct concept statements of current student knowledge was reported as well as generalized missing concepts. The results suggest some implications for teaching about acidic deposition and the design of environmental education curriculum materials based upon student knowledge. Ways that can help teachers better teach students about current environmental problems and thus help learners gain an appreciation for the complex and multidisciplinary nature of science and the environment are discussed. (Author/TW)

ED 291 552 SE 048 877

Licht, Norman
The Electronic Geoboard: A Method to Assess Science Ability. Revised.
PUB DATE- 84
NOTE- 14p.; This paper is a revision of one presented at the Conference on Thinking (Cambridge, MA, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Concept Formation; Courseware; Elementary Education; *Elementary School Science; Geometric Concepts; *Geometric Constructions; *Piagetian Theory; *Problem Solving; Science Education; Scientific Methodology
IDENTIFIERS- *Science Education Research
The purpose of this study was to determine whether an electronic geoboard, a computer-software program, could be used to assess youngsters' ability to discover facts and relationships in an unlabled and ambiguous situation. Subjects--108 children, ages 6 to 12--were enrolled in grades 1 to 6 in Norwood, New York. The electronic geoboard served as the stimulus material and was used to track the subjects' search behavior. Subjects had to discover a rule that generated a geometric figure onto the points of an array. During the process they left trails of their actions. These were recorded by the computer. The results tended to confirm Piaget's conclusion that science ability is demonstrated by developmentally advanced children. However, the youngsters who solved the rule, and generated a geometric figure, left no discernable pattern in their actions and in the trail that they left. (Author/TW)

ED 291 553 SE 048 878

Andrews, Sheila Briskin; Kirschenbaum, Audrey

Living in Space. Book 1. Levels A, B, C for Grades 1, 2, 3. Operation Liftoff: Elementary School Space Program. A Resource Guide with Activities for Elementary School Teachers.
Science Weekly, Inc., Washington, DC.
SPONS. AGENCY- National Aeronautics and Space Administration, Washington, D.C.
REPORT NO.- EP-222
PUB DATE- 87
NOTE- 57p.; Photographs and drawings may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Clothing; Communications; Elementary Education; *Elementary School Science; Food; Health; Primary Education; *Science Activities; *Science and Society; Science Education; *Science Instruction; *Space Exploration; *Space Sciences
This guide contains teacher background information and activities for students that relate to space travel and is designed to encourage elementary school students to take a greater interest in mathematics and science. The activities in this guide are to be used with grades 1 to 3 and cover the topics of food, clothing, health, housing, communication, and working in space. Each section includes background information; a teacher printout listing objectives, vocabulary, motivation, and activity descriptions; and extensive student worksheets. A list of National Aeronautics and Space Administration Resource Centers concludes the guide. (TW)

ED 291 554 SE 048 879

Andrews, Sheila Briskin; Kirschenbaum, Audrey
Living in Space. Book II. Levels D, E, F for Grades 4, 5, 6. Operation Liftoff: Elementary School Space Program. A Resource Guide with Activities for Elementary School Teachers.
Science Weekly, Inc., Washington, DC.
SPONS. AGENCY- National Aeronautics and Space Administration, Washington, D.C.
REPORT NO.- EP-223
PUB DATE- 87
NOTE- 57p.; Photographs and drawings may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Clothing; Communications; Elementary Education; *Elementary School Science; Food; Health; Intermediate Grades; *Science Activities; *Science and Society; Science Education; *Science Instruction; *Space Exploration; *Space Sciences
This guide contains teacher background information and activities for students which deal with space travel and is designed to encourage elementary school students to take a greater interest in mathematics and science. The activities in this guide are to be used with grades 4 to 6 and cover the topics of food, clothing, health, housing, communication, and working in space. Each section includes background information; a teacher printout listing objectives, vocabulary, motivation, and activity descriptions; and extensive student worksheets. A list of National Aeronautics and Space Administration Resource Centers concludes the guide. (TW)

ED 291 555 SE 048 880

Pilot Teacher-Development Program in Mathematics 1986-1987. Evaluation Report.
Institute for Independent Education, Inc., Washington, DC.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-941001-05-9
PUB DATE- Jun 87
NOTE- 54p.; Drawings may not reproduce well.
GRANT- TEI-8550265
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blacks; Elementary Education; *Elementary School Mathematics; *Inservice Teacher Education; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Methods Courses; Middle Schools; Minority Group Children; *Neighborhood Schools; *Summer Programs; Teacher Education; Workshops

In the summer of 1986 the Institute for Independent Education brought to Washington, D.C., 27 teachers who teach mathematics to children enrolled primarily in grades five to eight at independent neighborhood schools that serve mainly African-American children in inner-city neighborhoods. The program included a training course in mathematics instruction along with a component of follow-up activities. The course came to be known as "MATH Alive!" This evaluation report discusses the structure of the program, its objectives, the evaluation design, and the results that were achieved, as well as some other variables which helped to shape the program. It also includes recommendations for the future design of similar courses of instruction. (TW)

ED 291 556 SE 048 881

Moscow '87. Unesco-UNEP International Congress on Environmental Education and Training (USSR, August 17-21, 1987).
United Nations Environment Programme, Nairobi (Kenya).
PUB DATE- 3 Sep 87
NOTE- 9p.
AVAILABLE FROM- Unesco, 7 place de Fontenoy, 75700 Paris, France (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- *Conservation (Environment); Depleted Resources; Ecological Factors; Economic Factors; Elementary Secondary Education; *Environmental Education; *Global Approach; Higher Education; *International Cooperation; *International Organizations; Natural Resources; Quality of Life; Science and Society; *Teacher Education; World Problems
IDENTIFIERS- *UNESCO

This document summarizes the proceedings of an international conference on environmental education which was organized jointly by Unesco and the United Nations Environment Programme (UNEP). The conference attracted 300 participants and observers from 80 countries, including experts and representatives of 15 international and national nongovernmental organizations. The document highlights the plenary sessions, working commissions, and five symposia, which dealt with such topics as: (1) environmental education and teacher training; (2) environmental education in general university education; (3) specialized environmental education; (4) international understanding of environmental problems; (5) sustainable development; (6) communication processes; (7) the role of biosphere reserves and other protected areas; and (8) national experiences and the contribution of nongovernmental organizations in the development of environmental education and training. (TW)

ED 291 557 SE 048 882

Stachel, Dina; Stavy, Ruth
The Effect of Teaching on the Understanding of the Concepts "Solid" and "Liquid" by Kindergarten Children.
PUB DATE- Mar 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Cognitive Structures; *Concept Formation; Elementary Education; *Elementary School Science; Foreign Countries; *Kindergarten; *Physical Sciences; Process Education; *Science Activities; Science Education; Science Instruction; *Scientific Concepts
IDENTIFIERS- *Israel; Liquids; Solids
This document reports on a study of 48 kindergarten children in Israel regarding their concepts of "solid" and "liquid." Children were asked to classify a set of 30 materials into two groups (a group of 9 liquids and a group of 21 solids). About 65% could classify liquids correctly, 50% could classify rigid materials correctly, 30% related non-rigid materials to the group of solids, and only about 20% classified powders in the group of solids. The majority did not use a consistant and systematic set of criteria to classify all the materials. In addition, they tended to change their criteria during the course of classification. They used such criteria as color, weight, function, usage, and spatial relatedness. (TW)

ED 291 558 SE 048 883

Narode, Ronald
Metacognition in Math and Science Education.
PUB DATE- Jan 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; *Learning Strategies; Mathematics Education; *Mathematics Instruction; Memory; *Metacognition; *Problem Solving; Science Education; *Science Instruction; Secondary School Mathematics; Secondary School Science
In the past 15 years, educators and education researchers have increasingly emphasized the importance of cognitive processes for effective education in mathematics and science. This may be characterized as a shift away from the epistemology which treats knowledge as a compilation and categorization of facts toward the notion that knowledge is the conscious construction of meaning. This document reviews the literature dealing with metacognition in mathematics and science education. It focuses on three major identified variables: (1) "person variables," which are performance-relevant characteristics of the information processor; (2) "task variables," which are performance-relevant characteristics of the memory task or problem; and (3) "strategy variables," which are potential solution procedures. Each of these variables is explored and examples of problems are provided. (TW)

ED 291 559 SE 048 884

Carrothers, Gerald A. P.; And Others
FESKIT: Essays into Environmental Studies. Being Interpretations and Amplifications of the FES Curriculum Model.
York Univ., North York (Ontario). Faculty of Environmental Studies.
PUB DATE- 87
NOTE- 145p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; *Curriculum Development; *Ecology; *Environmental Education; Experiential Learning; Foreign Countries; Higher Education; Science and Society; *Science Curriculum; Science Education; *Science Instruction
IDENTIFIERS- *York University ON
This document describes the curriculum model developed by the Faculty of Environmental Studies (FES). The FES Model is based on connected concepts of "environment" and "study." In this approach "environmental" not only is the focus of what is to be studied but also describes the experiential way in which the study is pursued. The document focuses on individual pedagogical "Plans of Study" which are intended to relate to the overall FES Curriculum Model. Included are a collection of essays which deal with such topics as: (1) a guide for the first plan of study; (2) a pictorial primer of the FES Model; (3) a notational representation of the FES Curriculum Model; (4) the interpretation of substantive concerns; (5) implications of the FES program's "quadrants"; and (6) the use of the logistical framework. Also included is a selected bibliography on approaches to environmental studies. (TW)

ED 291 560 SE 048 892

Johnson, Brenda K.; Vitale, Patrick
A Factor Analytic Study of Attitudes of Gifted Secondary Students toward Science.
PUB DATE- 88
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988). Portions contain light/broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Attitude Measures; *Exceptional Child Research; Middle Schools; Research; Science Education; Secondary Education; *Secondary School Science; Student Attitudes; *Surveys
IDENTIFIERS- *Science Education Research
A 32-item survey was developed from the 1983 International Science Study and was administered to 299 gifted South Dakota sixth-tenth graders to measure their perceptions of science. A factor analysis of the data yielded four factors, accounting for 51% of the variance. The factors were: (1) Science as a Personal and National Priority; (2) Science as It Is Taught in the Public Secondary School; (3) Challenge of Science and School; and (4) School Is Unfullfilling. Results indicate that these students perceive science as a national priority. Science makes the world a better place to live, improves our standard of living and the development of our country, and helps in solving everyday problems. These gifted students enjoy science as it is taught and enjoy their active participation role in learning. Science is a complex, yet challenging subject. School, in general, is not challenging. These students affirm that liking science and achieving in science are related. (Author)

ED 291 561 SE 048 893

Martin, Brian; And Others
Authentic Science--Just Another Buzzword?
PUB DATE- 88
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Epistemology; *Experiential Learning; *Science and Society; *Science Curriculum; Science Education; *Science Education History; Science History; Science Instruction; *Scientific Methodology
This paper considers the term "authentic science" and its meaning with respect to science education. In particular, three relevant denotations of authenticity are applied to nine facets of science. These facets include methodological and epistemological aspects of science, personal, private, public, historical, societal and technological dimensions of science as well as the aim of science. For each of the above facets of science, application of the term "authentic" proves to be problematic and seriously weakens the use of the term in science education. Coupled with this is the problem of defining what is authentic for the student, the teacher, the curriculum developer or whoever is to acquire an espoused view of authentic science. This suggests that authentic science may, in fact become nothing more than a buzzword in science education which, in the long run could delay and confuse the steps needed to address the concerns expressed by many science educators. (Author/CW)

ED 291 562 SE 048 894

Medical Research: National Research Service Awards for Research in Primary Medical Care. Report to the Chairman, Subcommittee on Health and the Environment, Committee on Energy and Commerce, House of Representatives.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/HRD-87-20
PUB DATE- 87
NOTE- 34p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free, additional copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Awards; Federal Aid; *Government Publications; Grants; Incentives; Medical Education; *Medical Research; *Primary Health Care; Public Administration; Research; *Science and Society; Science Education; Scientific Research
IDENTIFIERS- *General Accounting Office; *National Institutes of Health

This report was written in response to quesions from the Subcommittee on Health and the Environment concerning the implementation by the National Institutes of Health (NIH) of National Research Service Awards (NRSAs) in each of the fiscal years 1986, 1987, and 1988 made available for research in primary medical care. Discussions in this report include the definition of primary health care, justification of the 16 grants that NIH identified to the subcommittee, new solicitation required for grants, NRSAs for work in family medicine, the NIH determination of whether persons receiving NRSAs were likely to pursue careers relevant to primary medical research and legislative and administrative steps to be taken to assure compliance with the Public Health Service Act. The report lists and describes 16 NRSA recipients. Also included are comments from the Department of Health and Human Services. (CW)

ED 291 563 SE 048 895

Watt, Shirley, Ed.; And Others
Science Fairs and Projects K-8. A Collection of Articles Reprinted from "Science and Children," "Science Scope," and "The Science Teacher."
National Science Teachers Association, Washington, D.C.
REPORT NO.- ISBN-0-87355-071-4
PUB DATE- 88
NOTE- 75p.; For the collection for grades 7-12, see SE 048 896. Some drawings and photographs may not reproduce well.
AVAILABLE FROM- National Science Teachers Association, 1742 Connecticut Ave., NW, Washington, DC 20009 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; Exhibits; *Extracurricular Activities; *Science Activities; Science Education; Science Experiments; *Science Fairs; Science Instruction; *Science Projects; *Scientific Methodology; Secondary School Science
IDENTIFIERS- *National Science Teachers Association

The National Science Teachers Association (NSTA) has assembled this collection of reprints to assist teachers in organizing a science fair, working with students and establishing equitable judging procedures. The NSTA position statement on science fairs is included. The 24 reprints in this volume are geared toward elementary and middle school students and are organized into 5 sections following an introduction and general overview. Sections include: "Planning Ahead"; "The What, Why and How of Projects"; "A Fair Evaluation"; "The Parents' Role"; and "Beyond the Science Fair." Appendices include a project application, an information sheet, a project schedule, a scientific method record sheet, a note for parents, a list of judging criteria and a judging form. (CW)

ED 291 564 SE 048 896

Watt, Shirley, Ed.; And Others
Science Fairs and Projects 7-12. A Collection of Articles Reprinted from "Science and Children," "Science Scope," and "The Science Teacher."
National Science Teachers Association, Washington, D.C.
REPORT NO.- ISBN-0-87355-072-2
PUB DATE- 88
NOTE- 71p.; For the collection for grades K-8, see SE 048 895. Some drawings and photographs may not reproduce well.
AVAILABLE FROM- National Science Teachers Association, 1742 Connecticut Ave., NW, Washington, DC 20009 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; Exhibits; *Extracurricular Activities; *Science Activities; Science Education; Science Experiments; *Science Fairs; Science Instruction; *Science Projects; *Scientific Methodology; *Secondary School Science
IDENTIFIERS- *National Science Teachers Association
The National Science Teachers Association (NSTA) has assembled this collection of reprints to assist teachers in organizing a science fair, working with students and establishing equitable judging procedures. The NSTA position statement on science fairs is included. The 19 reprints in this volume are geared toward secondary school students and are organized into 4 sections following an introduction and general overview. Sections include: "Planning Ahead"; "The What, Why and How of Projects"; "A Fair Evaluation"; and "Beyond the Science Fair." Appendices include a project application, an information sheet, a project schedule, a scientific method record sheet, a note for parents, a list of judging criteria and a judging form. (CW)

ED 291 565 SE 048 897

Lord, Douglas R.
Spacelab: An International Success Story.
National Aeronautics and Space Administration, Washington, DC. Scientific and Technical Information Branch.
REPORT NO.- NASA-SP-487
PUB DATE- 86
NOTE- 578p.; Some drawings and photographs may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *College Science; Higher Education; History Instruction; History Textbooks; *International Cooperation; International Programs; International Relations; Science and Society; Science Education; Science Equipment; Science Experiments; *Science History; *Secondary School Science; *Space Exploration; *Space Sciences
IDENTIFIERS- European Space Agency; National Aeronautics and Space Administration; *Spacelab
The Spacelab program was a unique endeavor. For the first time in the history of the United States space effort, the design and development of a major element of a manned space vehicle was entrusted to a foreign agency and to a group of countries which had never before built such a system. This book tells of this cooperative effort between the National Aeronautics and Space Administration (NASA) and the European Space Agency (ESA) from the program's inception until the delivery of hardware to the United States. This chronological history of the Spacelab project includes chapters on "Building an International Agreement, 1969-1973"; "Birth of a Concept, 1960-1973"; "Getting Under Way, 1973-1974"; "Solidifying the Requirements, 1973-1976"; "Planning for Spacelab Use, 1973-1977"; "Reviews, Reviews, Reviews, 1975-1978"; "At Last--Hardware!, 1976-1979"; "Off the Mainstream, 1974-1984"; "Integration and Acceptance, 1978-1982"; Readiness for Flight, 1979-1983"; "At Long Last--Spacelab Flies!, 1983-1985"; and "Lessons Learned." Appendices include "Memorandum of Understanding"; "Joint Programme Plan"; "Programme Requirements"; Key Program Participants"; and an extensive source list. This book, and the original documents it represents, constitutes basic historical source material for the study of the U.S. manned spaceflight program and for Spacelab in particular. (CW)

ED 291 566 SE 048 898

Trombulak, Stephen C.
Reference Manual for Teaching Assistants in Life Science Laboratories.
Washington State Univ., Seattle. Center for Instructional Development and Research.
PUB DATE- 88
NOTE- 49p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistants (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; *College Science; Higher Education; Laboratories; Laboratory Equipment; *Laboratory Procedures; *Laboratory Safety; Science Activities; Science Education; *Science Instruction; Teaching Assistants; *Teaching Methods
IDENTIFIERS- *Teaching Assistant Training Project; University of Washington
This manual was written as an aid to teaching assistants (TAs) who conduct the laboratory portions of life science courses at the University of Washington. In general, this manual does not present specific factual material. Rather, it offers suggestions on how to handle various teaching situations and provides a framework to use in many different life science lab applications. Included in the contents are: "What Is a Laboratory TA?"; "What Can You Teach in the Lab?"; "Interacting with Your Students"; "Interacting with Your Colleagues"; "Integrating the Laboratory with the Lectures"; "Preparing for a Lab"; "Running a Lab"; "Evaluating Student Performance in the Lab"; "Evaluating Your Effectiveness as a T.A."; "Safety"; "Working with Biological Material"; "Care of Equipment"; "Designing Your Own Laboratory Exercise"; and "Teaching Resources." The "Ten Essentials of Being a Successful T.A." are listed in the concluding section. (CW)

ED 291 567 SE 048 899

Smith, Lyle R.
The Effect of Complexity of Lesson Presentation on Student Achievement in Mathematics.
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comprehension; Content Analysis; *Difficulty Level; Educational Research; *Geometric Concepts; Geometry; Mathematics Education; *Mathematics Instruction; *Problem Solving; Secondary Education; *Secondary School Mathematics; *Teaching Methods
IDENTIFIERS- *Mathematics Education Research
High school students (N=213) of various ability levels enrolled in first-year algebra classes were presented lessons concerning geometry concepts. The lessons were varied according to the degree of complexity of the examples that were presented. Students then were tested over their understanding of the concepts. The test questions ranged from straightforward application of the lesson material to multi-step problems with high computational complexity. Significant main effects were found due to level of test question complexity, level of lesson complexity, and student ability level. Significant interactions also were identified. These results are discussed in terms of planning and presenting lessons in mathematics. (Author/PK)

ED 291 568 SE 048 900

Clement, John
Some Types of Knowledge Used in Understanding Physics.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 78
NOTE- 11p.; Paper presented at the International Seminar on Physics Education (Caracas, Venezuela, September, 1983).
GRANT- NSF-SED-77-19226; NSF-SER-76-14872
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; *Cognitive Structures; *College Science; Higher Education; Learning Strategies; *Physics; Science Education; *Science Instruction; Secondary Education; *Secondary School Science
This paper posits a cognitive model for understanding and learning physics that is an alternative to the formal deductive system. Recent findings of Fuller, Karplus, Lawson, and others are cited in arguing against using a formal deductive approach to teaching physics. The model demonstrates types of action-oriented knowledge structures as they actually exist and operate in a person, including practical knowledge, qualitative physical models, concrete mathematical models and written symbol manipulation. A major aspect of the theory is that the ability to link together structures from these different domains is crucial to understanding a topic in physics. Each of these structures is defined and examples of student learning are given to support the theory. It is stated that some links are simple associations learned by rote while others are formed when one domain assimilates and interprets a structure from another domain. Finally, the paper provides a list of five pedagogical implications derived from this theory that provide a framework for discussing some interesting pedagogical problems. (CW)

ED 291 569 SE 048 901

Bednarz, Nadine; Janvier, Bernadette
Reconstruction of a Transformation: A Problem in Mathematics.
PUB DATE- 23 Apr 87
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Computation; *Concept Formation; *Developmental Stages; Educational Research; Elementary Education; *Elementary School Mathematics; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Number Concepts; Problem Solving
IDENTIFIERS- *Mathematics Education Research
In mathematics, situations calling for reconstruction of a transformation are frequent. In such situations, children aged 6 to 7 concentrate on the states, combining them in different ways. The present research aims to illustrate that difficulties and strategies observed with children 6-7 years old are not specific to this age level, but are also encountered by children up to age 12 and probably older. Numerous situations of reconstruction, ranging from easy to more complex, were prepared relying on criteria defined in a reference framework elaborated in the light of past research on problem solving. These items were presented to primary school children at all levels. Results reveal that the same errors reappear constantly, bringing to light important obstacles that interfere with the construction of a very fundamental concept in mathematics and sciences, that of transformation. (Author/PK)

ED 291 570 SE 048 902

Goldenhersh, Barbara, Ed.
Seedbed, Numbers 27-28, May 1987.
Southern Illinois Univ., Edwardsville. Div. of Education.
PUB DATE- May 87
NOTE- 223p.; For numbers 1-26, 1979-1986, see ED 278 534.
AVAILABLE FROM- Editor, Teachers' Center Project, Southern Illinois University at Edwardsville, Room 1120, Building II, Edwardsville, IL 62026-1122 ($2.50 per issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Cognitive Processes; Concept Formation; Educational Games; Elementary Education; *Elementary School Mathematics; Geometric Concepts; International Educational Exchange; *Learning Activities; Manipulative Materials; *Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Number Concepts; Problem Solving; *Teacher Developed Materials; *Teaching Methods
This document consists of two issues of the journal "Seedbed," an outcome of the Teachers' Center Project at Southern Illinois University at Edwardsville. Designed to be neither scholarly nor trivial, each issue is a collection of teachers' ideas that they thought worth sharing with other teachers as "seedlings" to be developed, helping teachers to construct a point of view toward the intellectual growth of children or promoting children's thoughtful probing of mathematical ideas. Issue Number 27 contains 31 articles, including some which share ideas and reactions to a week spent by teachers in Yorkshire, England, schools. Number 28 contains 38 articles with an array of activities plus comments on children's educational growth and well being. (PK)

ED 291 571 SE 048 903

Communications and Computers in the 21st Century. Hearing before the Technology Policy Task Force of the Committee on Science, Space, and Technology. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, DC. House Committee on Science, Space and Technology.
REPORT NO.- House-Comm-Pub-24
PUB DATE- 25 Jun 87
NOTE- 83p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- College Science; *Computers; Engineering Education; *Government Role; *Government School Relationship; Higher Education; *Manufacturing Industry; *Professional Associations; Research and Development; Research Universities; Science and Society; *Technology
IDENTIFIERS- *Congress 100th

Based upon the premise that manufacturing, communications, and computers are the key to productivity, this hearing before the Technology Policy Task Force was held to examine how the federal government interacts with universities, engineering research centers, professional associations, and private businesses in these areas. This document contains the testimony of four individuals involved in these fields. They were: (1) Dr. Richard Nelson, Professor of International Political Economics, Columbia University; (2) Dr. Lewis Branscomb, John F. Kennedy School of Government, Harvard University; (3) Larry Sumney, president, Semiconductor Research Committee; and (4) Lawrence C. Seifert, Vice President, Engineering, Manufacturing, and Production Planning, AT&T. (TW)

ED 291 572 SE 048 904

Mehl, Merlin C.; Lochhead, Jack
Teaching Thinking in Subject-Specific Contexts to Disadvantaged South African Communities.
PUB DATE- Jan 87
NOTE- 17p.; Paper presented at the International Conference on Thinking (3rd, Honolulu, HI).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *College Science; *Foreign Countries; Higher Education; *Physics; Process Education; *Science Curriculum; Science Education; *Science Instruction; Secondary Education; Secondary School Science
IDENTIFIERS- Science Education Research; *South Africa
This document characterizes South African education as resulting in large numbers of students who are poorly equipped to meet academic requirements of first-year university courses, especially in science related disciplines. It reports on a study designed to investigate the learning problems of disadvantaged South Africans in an attempt to identify approaches that can be developed to help alleviate them. The study focused primarily upon the difficulties experienced by such students in dealing with kinematics sections of a first-year physics course. A person-to-person interview technique was used as the students worked through some typical kinematics problems. The analysis of the interviews yielded a list of deficient cognitive functions and nine instruments were developed to compensate for these deficiencies; the strategy required for the use of a specific concept was developed as the concept was taught. This new approach was first used in the Physics 1B class of the University of the Western Cape (Capetown, South Africa), the class being divided into Test and Control groups. Results for the use of the concepts showed a 30% difference in favor of the test group and also showed a high level of enthusiasm for the experiment on the part of the test group students. The study concluded that there seem to be three approaches to teaching thinking: (1) teaching thinking free of specific content; (2) integrating thinking skills into content material by providing thinking strategies to give more meaningful access to the content of a discipline; and (3) determining the requisite thought processes for understanding and using concepts and laws, and then making these explicit in the development of the relevant curriculum materials. This paper indicates what may be attempted in the third area. (TW)

ED 291 573 SE 048 905

Krauser, Barbara Z.; Ballif, Bonnie L.
Casual Attributions of Adolescent Females in a Masculine Domain.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Females; *Mathematics Achievement; Mathematics Anxiety; Mathematics Education; Secondary Education; *Secondary School Mathematics; *Self Concept; Self Concept Measures; *Sex Differences; Sex Role; *Sex Stereotypes; *Student Attitudes
IDENTIFIERS- *Mathematics Education Research
Achievement attributions of adolescent females in the masculine domain of mathematics were investigated in relation to self-schemas for gender, expectancy of success, and mathematics achievement. The most important findings revealed by multiple regression analysis were that mathematics achievement and the self-schema for masculinity predicted expectancy of success. Expectancy of success, the self-schema for masculinity, and mathematics achievement predicted the attribution of success to ability. Expectancy of success predicted the attribution of failure to lack of ability, and expectancy of success and the self-schema for androgyny predicted the attribution of failure to task difficulty. Results are discussed in terms of both Deaux's model of attribution behavior and the importance of the schematic structure of the individual in relation to expectancy of success and attribution. (Author)

ED 291 574 SE 048 906

Linton, M. J.; And Others
A Classification Metric for Computer Procedures in a Structured Educational Environment.
PUB DATE- 87
NOTE- 14p.; Figures 1 and 3 contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; Elementary Education; *Elementary School Mathematics; *Geometric Concepts; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Piagetian Theory; *Problem Solving; *Programing; *Programing Languages
IDENTIFIERS- LOGO Programing Language; *Mathematics Education Research
Use of a computer programming language in problem-solving activities provides an opportunity to examine how young children use a restricted set of language primitives. The generation, and execution of computer instructions was used as a verification stage in the problem-solution process. The metric is intended to provide a descriptive classification, and thus allow simple comparisons of productions. Procedures are assigned a cumulative score for: (1) lines of code in the procedure; (2) unique Logo operators; (3) arithmetic operators; and (4) correct procedure definition. When appropriate, points are subtracted for failure to use either primitive operators that simplify structure or arithmetic operators that reduce procedure length. The data were collected during twenty 1.5-hour weekly sessions. Twelve children (age 7 years 8 months) participated as volunteers. The children were selected unsystematically from a larger group who had participated in a "writing workshop" program, where each child had at least six hours of use of a word processor. Scores were derived for all procedures generated in the workshop. The relation between these scores and other measures of performance, specifically, with a Piagetian measure of horizontal/vertical coordination are discussed. In addition, documentation of methodology and the support materials are presented. (Author/PK)

ED 291 575 SE 048 907

Surat, Alyssa; And Others
Strategies for Developing Critical Thinking in Mathematics.
PUB DATE- 16 Nov 87
NOTE- 17p.; Inservice Workshop presentation for Green Valley Elementary School (November 16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Computation; *Critical Thinking; Elementary Education; *Elementary School Mathematics; Estimation (Mathematics); Geometric Concepts; *Learning Activities; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Measurement; Number Concepts; Probability
This document suggests sources from children's literature useful in teaching a variety of mathematical concepts. The mathematical concepts discussed are: (1) numbers and numeration; (2) place value; (3) shapes; (4) addition and subtraction; (5) multiplication and division; (6) telling time; (7) probability, estimation and prediction; (8) fractions and decimals; (9) measurement; and (10) money. Discussion of each concept includes the identification and description of a primary resource, activities, extensions, and other resource books. (PK)

ED 291 576 SE 048 908

Hall, Donald A.; McCurdy, Donald W.

A Comparison of a Biological Sciences Curriculum Study (BSCS) Laboratory and a Traditional Laboratory on Student Achievement at Two Private Liberal Arts Colleges.

PUB DATE- 88
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cognitive Development; *College Science; Curriculum Evaluation; *Curriculum Research; Higher Education; *Liberal Arts; Process Education; Science Education; Science Instruction; Science Laboratories; *Scientific Attitudes; Scientific Research; Teaching Methods
IDENTIFIERS- *Biological Sciences Curriculum Study; Science Education Research

The purpose of this experiment was to compare an inquiry-oriented Biological Sciences Curriculum Study (BSCS) style laboratory approach with a more directive traditional approach on student outcomes in the cognitive and affective domains of learning at two private, midwestern liberal arts colleges. Intact laboratory sections of students enrolled in introductory general biology were randomly selected into two treatment groups. Pretest and posttest measures were taken on three dependent variables: (1) biological content achievement; (2) reasoning ability; and (3) attitude toward biology. The experimental group using the BSCS-style laboratory approach scored significantly higher than the comparison group in levels of performance on biology content achievement. There were no significant differences between the two groups in performance levels on attitude toward biology or on reasoning ability. However, both groups experienced an increase in the number of formal thinkers as indicated by pretest-posttest gain scores on the reasoning ability test. These results lend support to the hypothesis that a BSCS-style laboratory approach fosters desired learner outcomes at the postsecondary level. In addition, these findings support the notion that the science laboratory may be used as a primary vehicle to promote formal reasoning skills. (Author/CW)

ED 291 577 SE 048 909

Schmidt, Hans-Jurgen

Mind the Red Herrings--Deliberate Distraction of Pupil's Strategies Solving Multiple Choice Questions in Chemistry.

PUB DATE- 88
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Chemistry; Computation; Performance; Ratios (Mathematics); Research; Responses; Science Education; *Secondary School Science; Skill Analysis; *Student Behavior; *Test Construction; *Test Items; Test Theory; *Test Wiseness
IDENTIFIERS- *Science Education Research

This study assumes that multiple choice test items generally provide the testee with several solutions, one of which is correct and the others of which are wrong. If pupils are unable to answer a question, one would expect that the wrong choices have equal chances of being selected. In many multiple choice items on stoichiometric calculation which have been studied over recent years, pupils were attracted to one or two wrong answers more than to the others. It is apparent that they have reached a wrong result by using a wrong answering strategy. The aim of this study was to develop new multiple choice test items involving stoichiometry in such a way that the correct and the two false answering strategies would lead to different results, to create items that include only number ratios which allow quick mental calculations and to determine whether on the new items pupils actually adopt false answering strategies. The strategy for developing questions and answer choices is discussed in detail. Instruments were administered to pupils in grades 11 and 12. This study concludes that when developing a test for classroom or research, items should include false and correct strategy application in the same proportion. (CW)

ED 291 578 SE 048 910

Browning, Mark
The Effects of Meiosis/Genetics Integration and Instructional Sequence on College Biology Student Achievement in Genetics.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 88

NOTE- 44p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
GRANT- NSF-TEI-8650056
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Biology; *College Science; *Computer Assisted Instruction; Computer Uses in Education; Engineering Education; *Genetics; Higher Education; Instructional Effectiveness; Learning Strategies; Science Education; Science Instruction; *Sequential Learning; Teaching Methods
IDENTIFIERS- *Science Education Research

The purpose of the research was to manipulate two aspects of genetics instruction in order to measure their effects on college, introductory biology students' achievement in genetics. One instructional sequence that was used dealt first with monohybrid autosomal inheritance patterns, then sex-linkage. The alternate sequence was the reverse. Instruction was individually delivered via microcomputer tutorials to 41 engineering and science majors enrolled in a Purdue University introductory biology course. Computer delivered instruction was chosen to control for teacher effects. In terms of achievement the average score of the subjects who received integrated instruction was significantly higher than that of those who received the non-integrated instruction. Also, the groups which received integrated presentations scored significantly higher on two novel genetics problems that required a meaningful understanding of the role of meiosis in genetic inheritance. (Author/TW)

ED 291 579 SE 048 911

Lehman, James D.
Integrating Computers in the Biology Education of Elementary Teaching Majors.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 88
NOTE- 44p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
GRANT- NSF-TEI-8650056
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Biology; *College Science; *Computer Assisted Instruction; Computer Uses in Education; Higher Education; *Preservice Teacher Education; Science Education; *Science Instruction; *Student Attitudes; Teaching Methods
IDENTIFIERS- *Science Education Research
A series of computer-based activities were integrated into the laboratory portion of a two-semester university biology course for elementary teaching majors. The purpose of the project was to address the biology instruction provided to the students while at the same time providing examples of appropriate uses of computers in instruction, applicable to elementary teaching, and involving the students in the use of computer-based science teaching materials. Groups completing supplemental computer-based activities were compared to non-computer groups on regular class measures of achievement and on measures of attitudes towards computers, biology, and the supplemental activities. There were few apparent achievement differences between the computer and non-computer groups. However, there were instances where students gave more favorable evaluation to the computer-based activities, and students showed significantly more positive attitudes towards computers as a result of the project. The findings suggest that the integration of computer-based instruction in preservice elementary teachers' science coursework may be an effective means of incorporating computer education in preservice teacher education. (Author)

ED 291 580 SE 048 912

De Jong, Eddy J.; Gunstone, Richard F.
A Longitudinal Classroom Study of Mechanics Concepts and Conceptual Change.
PUB DATE- Apr 88
NOTE- 34p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Cognitive Restructuring; *Cognitive Structures; *Concept Formation; Foreign Countries; *Mechanics (Physics); *Physics; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Student Attitudes; Teaching Methods
IDENTIFIERS- *Science Education Research
The broad focus of this study was on the role students' existing conceptions play in the process of constructing and understanding mechanics concepts. The study was a naturalistic one, conducted over a number of years, at all grade levels, in one all-boys secondary school in Australia. In particular it was concerned with identifying and representing students' existing conceptions, and investigating aspects of the process of conceptual change in classroom learning. A restructuring of teaching approach preceded the investigations of conceptual change. Alternative conceptions were found to be common and complex. Subsequent conceptual change was often, but not universally, achieved. At the level of individual students, this change was idiosyncratic, complex, and often unpredictable. Some change resulted in more sophisticated alternative conceptions. Students were also found to have naive views of learning, and perceptions of the content of physics and how it should be learned which would hinder their learning. (Author/TW)

ED 291 581 SE 048 913

Tracy, Dyanne M.
Toy-Playing Behavior, Sex-Role Orientation, Spatial Ability, and Science Achievement of Fifth Grade Students: Are They Related?
PUB DATE- 11 Apr 88
NOTE- 35p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Elementary School Science; Grade 5; Intermediate Grades; Play; Science Education; Science Instruction; *Sex Differences; *Sex Role; Sexual Identity; *Spatial Ability; *Toys
IDENTIFIERS- *Science Education Research
The purpose of this correlational study was to examine the possible relationships among children's extracurricular toy-playing habits, sex-role orientations, spatial abilities, and science achievement. Data were gathered from 282 Midwestern, suburban, fifth-grade students. It was found that boys had significantly higher spatial skills than girls. No significant differences in spatial ability were found among students with different sex-role orientations. No significant differences in science achievement were found between girls or boys, or among students with the four different sex-role orientations. Students who had high spatial ability also had significantly higher science achievement scores than students with low spatial ability. Femininely-oriented boys who reported low-playing in the two-dimensional, gross-body-movement, and proportional-arrangement toy categories scored significantly higher on the test of science achievement than girls with the same sex-role and toy-playing behavior. (Author)

ED 291 582 SE 048 914

Vachon, Myra K.; Haney, Richard E.
A Procedure for Determining the Level of Abstraction of Science Reading Material.
PUB DATE- 12 Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Structures; *Elementary School Science; Elementary Secondary Education; *Readability; *Science Curriculum; Science Education; Science Instruction; Science Materials; *Secondary School Science; *Textbook Content; Textbook Evaluation; *Textbook Research
IDENTIFIERS- *Science Education Research
Classroom teachers frequently express concern that textbooks and other curriculum materials are too difficult for their students. The objectives of this investigation were to develop a method for scoring the Level of Abstraction (LOA) of science reading material, and explore its relationship with certain other known methods for assessing curriculum materials (passage readability level, student cloze score, and teacher prediction of students' level of comprehension). Also examined were relationships between students' cloze scores and passage readability levels. The study was based upon nine passages taken from life, earth, and physical science textbooks written at three different levels. Non-significant correlations were found between: (1) passage LOA and passage readability; (2) student cloze scores and passage LOA; (3) passage LOA and teacher prediction of student success; and (4) student cloze scores and passage readability level. However, the consistent and high, but non-significant correlations between LOA and cloze scores combined with the fact that the LOA is based upon deep structure rather than surface structure of written material indicate the importance of further investigation of the LOA in its relationship to student comprehension of written material. (Author/TW)

ED 291 583 SE 048 915

Merkle, Dale G.; Treagust, David F.
Student Knowledge of Health and Fitness Concepts and Its Relation to Locus of Control.
PUB DATE- Apr 88
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; Curriculum Development; Grade 8; Grade 9; *Health Education; Individual Power; Junior High Schools; *Locus of Control; *Physical Health; Science Curriculum; Science Education; *Science Instruction; *Secondary School Science
IDENTIFIERS- *Science Education Research
Most school curricula include the study of health as a separate subject or as part of science. Despite this, students often leave school without a clear understanding of many health concepts. This study investigated a group of grade eight and nine students' knowledge of personal health and physical fitness concepts and its relation to locus of control. A 20 item true-false knowledge questionnaire with opportunities for students to explain their choice indicated that while students scored relatively well on the items the explanations of their responses frequently indicated erroneous reasoning based on preconceptions or misconceptions. Students' locus of control was measured using two instruments for health and fitness respectively and showed that this sample had a higher expectation of control by themselves for their fitness compared to their health. Correlation data between knowledge and locus of control scores indicated that students who possessed high knowledge scores had a tendency not to believe in chance for their personal health and physical fitness. Conversely students who possessed low knowledge scores had more of a tendency to believe in chance for their personal health and physical fitness. The study comments on the success of the health education curriculum and offers suggestions for further research. (Author)

ED 291 584 SE 048 916

Prather, J. Preston; Field, Maurice H.
Enriching Elementary Science Instruction through Joint Training of In-Service Teachers, Principals, and Instructional Supervisors.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 11 Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
GRANT- NSF-TEI-8651464
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Philosophy; Elementary Education; *Elementary School Science; *Inservice Teacher Education; Science Education; *Science Instruction; *Teacher Administrator Relationship; Teacher Behavior; *Teacher Improvement
IDENTIFIERS- *Science Education Research
This study contends that there is a need for improvement of science education in the United States. It argues that although once a national priority, elementary science instruction now receives little emphasis in many schools. Consequently, many elementary students are deprived of an opportunity to build a sound science background for subsequent science studies. The purpose of this research was to illuminate and justify options for in-service teacher education programs to enrich the quality and quantity of science instruction in the elementary grades. The study indicated that an effective in-service program would require that both the instructional and administrative skills needed for reform be developed simultaneously within the existing structure of educational leadership. Further consideration indicated that such an objective should be readily attainable through joint training of teams of elementary teachers, principals, and supervisors of instruction. This research attempted to demonstrate the practical benefits of philosophical research as an efficient method of gaining insight into new program options from a synthesis of prior research. (Author/TW)

ED 291 585 SE 048 917

Shaffer, Carolyn; Fielder, Erica
City Safaris. A Sierra Club Explorer's Guide to Urban Adventures for Grownups and Kids.
REPORT NO.- ISBN-0-87156-720-2
PUB DATE- 87
NOTE- 199p.; Some drawings and photographs may not reproduce well.
AVAILABLE FROM- Sierra Club Books, 730 Polk Street, San Francisco, CA 94109 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Elementary School Science; Elementary Secondary Education; *Environmental Education; Experiential Learning; Field Trips; Interdisciplinary Approach; Middle Schools; *Outdoor Activities; *Outdoor Education; Science Education; Secondary School Science; Teaching Methods; *Urban Education; *Urban Environment
IDENTIFIERS- *Built Environments; Sierra Club
Most people think of nature in the city as parks and zoos and dandelions pushing up through cracks in the sidewalk, but it is also asphalt streets, granite office buildings and mazes of underground pipes and cables. The materials of which the streets and buildings are constructed began as prehistoric jungles and ancient mountains. The systems that make a city work parallel those found among plants and animals. This book is designed to help people see the city as a whole, complete with plants, animals, people and city systems. It presents a unique way to explore cities and towns through treasure hunts, nature games, and dozens of imaginative activities--perfect for parents, teachers and group leaders. It teaches where and how to observe life science in a city. Chapters include: "Sharpening City Senses"; "Coping with Change, Creating Change"; three chapters on neighborhood adventures ("Wild Places," City Streets," "City People"); "Heading Downtown"; two chapters on city systems ("How Does a City Get Enough To Eat" and "Taking Care of Leftovers"); and "Taking Action." An appendix is included, entitled "Planning and Guiding Your Urban Safaris." A section on resources includes a bibliography, availability of a film entitled "Toast," and a list of outdoor education organizations. (CW)

ED 291 586 SE 048 918

Lawrenz, Frances
The Relationships among Elementary School Teachers' Attitudes and Beliefs about Science and Their Teaching Style.
PUB DATE- Apr 88
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Identification; Cognitive Ability; *Cognitive Processes; College Science; Elementary Education; *Elementary School Science; *Formal Operations; Higher Education; *Preservice Teacher Education; *Process Education; Science Education; Science Instruction; *Scientific Attitudes; Student Teachers; Teacher Education Curriculum; Teaching Methods
IDENTIFIERS- *Science Education Research; Thinking Skills
Popular sentiment toward the teaching of thinking skills and, in particular, higher order skills, is on the rise. Many people are wondering about the best way for teachers to foster the growth of reasoning skills in their classrooms. This study attempts to improve the teaching of reasoning by investigating teaching behaviors or characteristics that might be related to the teachers' reasoning ability. Since there are many science teacher variables that could be related to reasoning ability, a sequential approach was adopted to investigate the problem. Researchers first investigated the degree of clarity of concrete and formal reasoning teachers exhibited in their classroom teaching, their attitudes toward science, and their beliefs about science teaching. Next, researchers replicated their initial findings and investigated other possibilities. The subjects chosen for the study were preservice elementary school teachers. The subjects were in their last quarter of methods instruction before student teaching and were divided into two groups (30 students in the first group, 31 in the second). The critical assessment for this study was formal reasoning ability. The results showed few consistent differences between teachers classified as formal reasoners and those classified as concrete. There was no relationship between reasoning ability and belief in structured science teaching or laboratory oriented science, degree of clarity in the student teaching setting, or learning style. Some speculations about the nature of preservice teachers were advanced. (CW)

ED 291 587 SE 048 919

Liske, Robert L.
High School Students as Collaborators in the Development of a Science Curriculum.
PUB DATE- Apr 88
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Design; *Curriculum Development; *Curriculum Evaluation; *Curriculum Research; Formative Evaluation; *Instructional Development; Material Development; Physical Sciences; Science Curriculum; Science Education; Science Instruction; *Secondary School Science; *Student Participation; Students; Teacher Student Relationship
IDENTIFIERS- *Science Education Research
In this study two high school students participated in the revision of a technology curriculum. These students were paid to work through lessons with one of the original authors to provide input for final editing and rewriting. The students were matched to the intended population for which the materials were originally written--poorly motivated students in high school. The two students had a high level of science anxiety as evidenced by their fear of science activities and tests. Findings indicate that students played a key role in identifying problems stemming from lack of clarity, both of directions and questions. Problems in the sequencing of materials were often noted by the students earlier than by the teacher or other authors. Additionally, students were helpful in the identification and correction of format problems, usually dealing with placement of pictures and charts in relationship to questions and comments. Perhaps the greatest contribution of the students involved the testing of the practicality of activities and experiments. The collaborative process between teachers and students in the development and revision of science curriculum materials tended to enable the development of higher quality materials that will require less revision at a later time. A 65-item bibliography is included. (Author/CW)

ED 291 588 SE 048 920

Radford, David L.
Integrating Process Skills Instruction into the Traditional Science Curriculum.
PUB DATE- Apr 88
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Discussion (Teaching Technique); Educational Strategies; *Lecture Method; *Methods Research; *Process Education; *Science Course Improvement Projects; Science Education; Secondary Education; *Secondary School Science; *Teaching Methods
IDENTIFIERS- *Science Education Research; Science Process Skills
The study of science involves learning the processes of science as well as its content. The recent revival of interest in developing thinking skills has encouraged added emphasis on process skills instruction. A science teacher wanting to add instruction of process skills is faced with several problems: (1) texts and lab manuals are not likely to emphasize process skills; (2) time constraints; and (3) teaching style conflicts. The purpose of this study was to investigate the possibility of teaching process skills through a lecture-class discussion approach rather than a lab-activity centered approach. This approach was seen as valuable because it requires less time, fits the style of many teachers, requires fewer material resources and uses normally wasted class time. Two 10th-grade advanced first-year Biology classes at a Georgia high school were randomly selected for the study. The experiment, which involved two sections of advanced Biology from which one was to receive treatment and a second was a control group, was conducted over a 3-week period. The experimental data indicated that process skills can be successfully taught by the lecture-class discussion method. Students who were introduced to process skills by this method showed increased understanding of process skills with no loss of content achievement. This method of teaching was not seen as a replacement for process skills labs but as a way to introduce process skills instruction where it does not exist. (CW)

ED 291 589 SE 048 922

Jaji, Gail
The Uses of Calculators and Computers in Mathematics Classes in Twenty Countries: Summary Report. Second International Mathematics Study.
Illinois Univ., Urbana.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 38p.; For a related document, see SE 048 923.
CONTRACT- 300-83-0212
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Calculators; *Comparative Education; *Computer Assisted Instruction; Computer Oriented Programs; Elementary School Mathematics; Elementary Secondary Education; *Foreign Countries; International Cooperation; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Secondary School Mathematics; Student Attitudes
IDENTIFIERS- *Mathematics Education Research; Second International Mathematics Study
This document summarizes the findings of the Second International Mathematics Study relative to calculator and computer usage by students in 20 countries. Two target populations were identified. The data on these two populations were provided by three basic questionnaires: (1) a school questionnaire; (2) a teacher questionnaire; and (3) a student questionnaire. Five major findings emerged: (1) Population B students (12th graders) use calculators and computers more than do Population A students (8th graders); (2) within Population B, Sweden and Ontario (Canada) make greater use of calculators than other countries while the United States, Sweden and New Zealand make greater use of computers than other countries; (3) school policies encouraging the use of calculators are more in evidence in Population B than in Population A, yet a very high percentage of schools have no policy in this regard; (4) Population A students use calculators mainly at home for homework, checking answers and recreation while Population B students use them both at home and school mainly for problem solving and doing homework; and (5) Population B students had more positive attitudes towards the use of calculators and computers than Population A students. (PK)

ED 291 590 SE 048 923

Jaji, Gail
The Use of Calculators and Computers in Mathematics Classes in Twenty Countries: A Source Document. Second International Mathematics Study.
Illinois Univ., Urbana.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 107p.; For a related document, see SE 048 922.
CONTRACT- 300-83-0212
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Calculators; *Comparative Education; *Computer Assisted Instruction; Computer Oriented Programs; Elementary School Mathematics; Elementary Secondary Education; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Secondary School Mathematics; Student Attitudes
IDENTIFIERS- *Mathematics Education Research; Second International Mathematics Study
Presents a detailed discussion of the data collected on calculator and computer use in schools in 20 countries. The document includes discussion of: (1) school policy on calculator use; (2) description of populations A (8th grade students) and B (12th grade students) in the United States; (3) uses of calculators in subjects other than mathematics; (4) type and frequency of teacher use of calculators; and (5) student uses and attitudes. The data indicates there was limited use made of calculators by Population A. More Population B students than Population A students made use of the calculator. Neither population made much use of the computer. Attitudes were found only slightly more positive than negative toward using calculators and computers. (PK)

ED 291 591 SE 048 924

Haukoos, Gerry D.; Chandayot, Pongchan
A Cross-Cultural Study of Attitude toward Science and Related Influential Factors.
PUB DATE- Apr 88
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Culture; *American Indian Education; *American Indian Reservations; American Indian Studies; Attitude Measures; *Cross Cultural Studies; Cultural Traits; Science Education; *Scientific Attitudes; Secondary Education; *Secondary School Science; Student Attitudes
IDENTIFIERS- *Science Education Research
Success of Native American Students in science and science-related careers has long been a dilemma for those educators in the population-at-large that seek to improve the representation of all minorities in fields of science and engineering. This study was conducted to investigate the cross-cultural nature of attitude toward science and reservation-boundness with students of two races both on and off the reservation. Three populations were identified: (1) Native Americans in reservation schools; (2) non-Native Americans in reservation schools; and (3) non-Native Americans not in reservation schools. Data from the study, including overall and subscaled values, point to three significantly different populations, two of which were operating on the same turf. Results indicate that even though Native Americans and non-Native Americans on the reservation were significantly different in overall values, subscaled scores showed they were more like each other than like their nonreservation peers. Yet, a more complete analysis of subscaled values showed non-Native Americans on the reservation interpreted instrument questions in a manner more like their nonreservation peers than like their Native American peers. (Author/CW)

ED 291 592 SE 048 928

Nakayama, Genzo

A Study of the Relationship between Cognitive Styles and Integrated Science Process Skills.

PUB DATE- 88
NOTE- 39p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Cognitive Style; *Cognitive Tests; College Students; Elementary Education; *Elementary School Science; *Preservice Teacher Education; *Process Education; Science Education
IDENTIFIERS- *Science Education Research; Science Process Skills

The purpose of this study was to investigate the differences and similarities in the performance of integrated science process skills among learners with differing cognitive-style preferences. In this study, two evaluative instruments were used. The first, the Learning-Style Inventory (LSI) was employed to measure individual cognitive styles. These were measured as two sets of dualities, i.e., perception types and processing types; their combinations resulted in four learning styles. The second evaluative instrument, the Test of Integrated Process Skills II (TIPS II) was used to assess five integrated process skills in science. They were: (1) stating hypotheses; (2) identifying variables; (3) operationally defining and designing investigation; (4) graphing; and (5) integrating data. These tests were administered to 107 college students who were elementary school education majors. Significant relationships (differences and correlations) were found between the cognitive-style preferences and the performance of integrated science process skills. Similarities in the performance of integrated science process skills were also found among students having different cognitive-style preferences. Cognitive-style preferences in the processing of information (reflection or action) were not significantly related to the performance of integrated science process skills. (Author/TW)

ED 291 593 SE 048 929

Wood, Millicent A.; Churchman, David
Extending the Curriculum of Zoomobiles.
PUB DATE- 88

NOTE- 8p.; Paper presented at the Western Regional Meeting of the American Association of Zoological Parks and Aquariums (Monterey, CA, March 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Animal Behavior; Animals; *Elementary School Science; Elementary Secondary Education; *Mobile Classrooms; *Mobile Educational Services; Science and Society; Science Education; *Science Instruction; Science Teaching Centers; Secondary School Science; Teaching Methods; *Wildlife Management; *Zoos
IDENTIFIERS- *Science Education Research; Zoomobiles

This study examines the limited literature on zoomobile programs and suggests that remarkable uniformity exists between such variables as types and lengths of programs offered, animals used, staffing, area served, and funding. It notes a common set of problems, from practical ones such as animal stress and liability insurance, through philosophical ones such as training of animals, the balance between entertainment and education, and the educational purposes of zoomobiles. These issues are addressed in the context of zoomobile programs dealing with taxonomy, ethology, pet care, career education, and animals as part of human culture. (Author/TW)

ED 291 594 SE 048 931

Butzow, John W.
Mainstreaming Computers in Science and Mathematics Education: A Two Year Study.
PUB DATE- Apr 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Mathematics Education; *Mathematics Instruction; Science Education; *Science Instruction; *Science Laboratories; Secondary Education; *Secondary School Mathematics; *Secondary School Science
IDENTIFIERS- Mathematics Education Research; *Science Education Research
This study summarizes data collection activities associated with the first two years of a large scale project involving teachers of science and mathematics with computers. The innovation being implemented in the project is that of using computer based strategies directly in the teaching of science and mathematics in the classroom and laboratory. During the summers of 1986 and 1987, two separate populations of inservice science and mathematics teachers participated in workshops designed to assist them in the use of computer based activity teaching for their classrooms. Each group followed a project orientation rather than traditional strategies in learning how to employ computers in the teaching of science or mathematics content. Each group completed the SoCQ instrument developed from the Concerns Based Adoption Model. Responses were collected during pre-, post-, and post-post-sessions. For the first year's group significant reductions in concern were observed using t-tests for three of the "Stages of Concern," with "Refocusing" the only stage to emerge as significantly more of a concern at the conclusion of the workshop. Post-post responses differed very little and nonsignificantly from the post responses. (Author/TW)

ED 291 595 SE 048 932

Smith, Carol
Weight, Density and Matter: A Study of Elementary Children's Reasoning about Density with Concrete Materials and Computer Analogs. Technical Report 85-15.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 76p.; Drawings may not reproduce well.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Chemistry; Computer Assisted Instruction; Computer Graphics; *Computer Simulation; *Computer Uses in Education; Earth Science; Educational Technology; Elementary Education; *Elementary School Science; Middle Schools; *Physical Sciences; Physics; Science Education; Secondary School Science; Teaching Methods
IDENTIFIERS- *Density; Science Education Research
Density is the first intensive physical quantity students encounter that can be understood in terms of an underlying model, the particulate theory of matter. Learning about density provides students with explanations for a range of phenomena such as sinking and floating, and changes of state. Teachers report, however, that density is a difficult concept for students to grasp. Researchers conducted pilot studies to determine whether students can understand a visual analog of density presented in computer graphics more easily than they can understand the concept of density inferred from manipulation of real world materials. Second-, fourth-, and sixth-grade students received two sets of parallel tasks: one involved manipulation or real materials and the other involved shapes presented in a computer display. Findings indicate that experience with computer models can help students to think about the difference between steel and aluminum cylinders as an intensive one--that is, stemming from the kind, not the amount of the material. Younger children, however, need help to see the computer analog as a "model" of density. (CW)

ED 291 596 SE 048 933

Wiser, Marianne
The Differentiation of Heat and Temperature: An Evaluation of the Effect of Microcomputer Teaching on Students' Misconceptions. Technical Report 87-5.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 173p.; Drawings may not reproduce well.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Chemistry; *Computer Assisted Instruction; Computer Graphics; *Computer Simulation; Computer Software; Computer Uses in Education; Earth Science; Educational Technology; *Heat; *Misconceptions; *Physical Sciences; Physics; Science Education; Secondary Education; *Secondary School Science; Teaching Methods; Temperature
IDENTIFIERS- Science Education Research
Two classroom studies, one conducted in the spring of 1985 and the second in the spring of 1986, showed that many high school students do not differentiate between heat and temperature; instead, they have a single concept that contains some of the features of heat and some of the features of temperature. Because the distinction between these two phenomena is essential to an understanding of other thermal phenomena in both physical and biological systems, researchers developed Microcomputer-Based Laboratories (MBL) to facilitate students' differentiation of heat and temperature. Lessons focusing on the quantitative relationships between the amount of heat, mass and temperature change, heat storage capacity, cooling curves, and latent heat were developed in two formats, computer-based and traditional. In the computer-based lessons, students use the computer as a laboratory tool to record heat and temperature data and to display them as graphs and tables. Results indicate that the MBL can help students understand more clearly the quantification of heat and distinguish between heat and temperature. The MBL allows students to collect data more quickly and with greater precision, and it frees them from performing calculations and drawing graphs. Students need plenty of time to experiment with and discuss thermal phenomena. Lesson plans are included for the topics of: (1) heat and temperature; (2) heat storage capacity; and (3) latent heat. Eighteen tables analyze the results of interviews and tests. Tests and interviews from both the 1985 and 1986 studies are presented in 17 appendices. (CW)

ED 291 597 SE 048 934

Katz, Mary Maxwell; And Others
Facilitating Collegial Exchange among Science Teachers: An Experiment in Computer-Based Conferencing. Technical Report 86-14.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 120p.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavioral Science Research; Case Studies; Communication Problems; Communication Research; *Computer Networks; *Computer Software; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Information Networks; Interpersonal Communication; Organizational Communication; Science Education; *Science Teachers; Secondary Education; Secondary School Science; Telecommunications; Teleconferencing
IDENTIFIERS- Science Education Research

Teacher isolation is a significant problem in the science teaching profession. Traditional inservice solutions are often plagued by logistical difficulties or occur too infrequently to build ongoing teacher networks. Educational Technology Center (ETC) researchers reasoned that computer-based conferencing might promote collegial exchange among science teachers by giving them a new way to communicate with each other--individually or in groups, from their own workplaces and homes, at whatever time suits them. Using "Common Ground" conferencing software created at ETC, these researchers established an electronic network and conducted two initial studies of its operation. Researchers studied both technical and substantive aspects of the network's operation. Initial feedback from teachers was quite positive, and data on their usage patterns yield several findings: (1) some participants need support and encouragement in the initial stages of learning to use a conferencing system; (2) some participants encountered snags in setting up their own equipment or using their communications software; (3) access to equipment remains a problem for some school people; (4) inexperienced participants tend to send more private than public messages; and (5) forum moderators and/or a network coordinator can play an important role in stimulating and sustaining substantive discussions. Half of the document consists of appendices. They include magaine articles, case studies of teachers' use and evaluation of the network, sample telephone interviews, and sample network messages. (CW)

ED 291 598 SE 048 935

Smith, Carol; And Others
Teaching for Conceptual Change Using a Computer-Based Modeling Approach: The Case of Weight/Density Differentiation. Technical Report 87-11.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 151p.; Drawings may not reproduce well.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Chemistry; *Computer Assisted Instruction; Computer Graphics; *Computer Simulation; Computer Uses in Education; Earth Science; Educational Technology; Elementary Education; *Elementary School Science; *Middle Schools; *Physical Sciences; Physics; Science Education; Teaching Methods
IDENTIFIERS- *Density; Science Education Research
Because density is unobservable and must be inferred from knowledge about weight and size, it is a difficult concept to teach and learn. Even after traditional instruction, many students still have an undifferentiated concept that mixes characteristics of both weight and density. In this study, researchers tested the effectiveness of a unit they created to help students make this difficult conceptual differentiation, which is crucial to understanding the particulate nature of matter. The Educational Technology Center's Weight/Density Unit uses both computer simulations and classroom activities with real materials of different weights, sizes, and densities. The simulations attempt to make density more visually accessible than it is with real objects. Researchers used the unit in one sixth-grade and one seventh-grade class. The findings suggest that providing conceptual change is both difficult and possible, and they further suggest that computer models, used in combination with hands-on materials can help students to understand an abstract and perceptually inaccessible concept such as density. Evidence from the pre- and posttest and the clinical interviews suggests that the teaching intervention brought about two kinds of change: (1) conceptual differentiation among students who initially made none; and (2) conceptual consolidation in which students who already had a beginning, fragile distinction deepened and extended their understanding. Appendixes make up the bulk of the volume. They include samples of the assessment instruments; teaching materials for three units, with worksheets; and a discussion of the computer programs. (CW)

ED 291 599 SE 048 936

Smith, Carol; And Others
Promoting 6th Graders' Understanding of Density: A Computer Modeling Approach. Technical Report 86-5.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 86
NOTE- 123p.; Contains some broken type which may not reproduce well.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Chemistry; *Cognitive Development; *Computer Assisted Instruction; *Computer Software; Computer Uses in Education; Earth Science; Educational Technology; *Elementary School Science; Grade 6; Intermediate Grades; Misconceptions; *Physical Sciences; Physics; Science Education; Teaching Methods
IDENTIFIERS- *Density
The concept of the density of a material has an important role in elementary and secondary school science curricula, but it is a difficult concept to grasp. This project explores why this should be and whether there are some simpler, more accessible notions which can serve as the basis for building a concept of density in students' minds during the later elementary school years. The study explores the effectiveness of using computer models to help students build an understanding of density. This teaching strategy proved to be moderately successful with sixth graders. It was found that the majority of students did correctly assimilate this model in a way that supported their understanding of density as an intensive quantity and that they were able to articulate some relevant differences between weight and density. It was found that this distinction was necessary for children to have success at ordering by relative densities and in understanding a phenomenon such as sinking and floating. Appendices supply a description of the computer programs, worksheets, lesson plans, and interview instruments. (CW)

ED 291 600 SE 048 937

McDowell, Ceasar; And Others
A Model Program in Science, Mathematics, and Technology. Final Report TP87-9.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Massachusetts State Board of Regents of Higher Education, Boston.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 87
NOTE- 42p.; Drawings may not reproduce well.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Cooperative Planning; Curriculum Development; *Educational Cooperation; Educational Technology; Leadership; Mathematics Education; School Business Relationship; *Science and Society; Science Education; Secondary Education; *Secondary School Mathematics; *Secondary School Science; Student Motivation; Technological Advancement; *Technological Literacy

Over the past 5 years parents, industry leaders, and policy makers have called repeatedly for the improvement of mathematics and science education in urban schools and for measures to insure that all students are "technologically literate." Various efforts at the national, state, and local levels have emerged in response to these calls, with projects ranging from software development to teacher training and from student skill development to business, school, and university partnerships. This report is a description of a collaborative project. One of the primary goals of the report is to share the experience of this project in a manner that will both guide and inform colleagues. The report has been organized along the four themes of the project: (1) the use of new technologies for mathematics, science, and computing education; (2) student motivation and achievement training; (3) school leadership and team building; and (4) building a collaborative process to facilitate school improvement. Each section provides a detailed account of the entire process, from conceptualization to implementation. A brief history of the collaborating institutions, and an overview of the project's goals and objectives precede the discussion of the four major themes of this project. (CW)

ED 291 601 SE 048 938

Storey, Kim S.; Janszen, Karen
The ETC Science Videodisc Project: A Report of Research in Progress. Technical Report 85-18.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 85
NOTE- 66p.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; Computer Assisted Instruction; Computer Software; *Computer Uses in Education; *Educational Technology; *Interactive Video; Junior High Schools; Middle Schools; Optical Disks; Science Education; Secondary Education; *Secondary School Science; Technological Advancement; *Videodisks; Video Equipment
IDENTIFIERS- Science Education Research
The teaching and learning opportunities created by combining existing television programming with the kinds of interactivity offered by microcomputers have not been fully investigated by videodisc designers or science educators. The Videodisc Project Group, a subsection of Educational Technology Center's New Technologies Group, is: (1) conducting research on the educational effectiveness of videodiscs for teaching science; and (2) studying the process of videodisc creation by designing, producing, and evaluating an interactive videodisc. This document is designed to provide a status report on the research. The research videodisc, designed for use with middle school students, presents science subject matter in a manner that both illustrates and elicits the application of scientific modes of inquiry. It utilizes existing science television programs from the WGBH Educational Foundation and the Children's Television Workshop and will be produced using the authoring system Authority (TM), developed by Interactive Training Systems, Inc. The process of creating the research videodisc revealed design opportunities and constraints for retrofitting videodiscs. Because of the unchangeable nature of existing visuals, retrofitting is a difficult method for creating educational videodiscs in which content and instructional variety are important. (Author/CW)

ED 291 602 SE 048 939

Mellin, Carolyn
A Prototype Science Interactive Videodisc: Research on In-School Use. Technical Report 87-4.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 167p.; Contains some light and broken type.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; Computer Assisted Instruction; Computer Software; *Computer Uses in Education; *Educational Technology; *Interactive Video; Junior High Schools; Middle Schools; Optical Disks; Science Education; Secondary Education; *Secondary School Science; Technological Advancement; *Videodisks; Video Equipment
IDENTIFIERS- Science Education Research
This study investigated the use in junior high schools of a prototype interactive videodisc, "Seeing the Unseen." The experimental disc contains four lessons designed to teach scientific inquiry skills. Students determine the order of the lessons and interact with the disc by touching the screen to pause, replay, see a series of questions or examples, return to the menu, or move ahead. "Seeing the Unseen" was used to explore five aspects of videodisc technology: (1) the importance of user control and interactivity; (2) the importance of high quality visuals; (3) the potential of the videodisc for promoting inquiry learning; (4) the effectiveness of individual, small group, and whole-class instruction; and (5) the teacher's role in using videodisc

technology. Students found it easy to use the disc, and they appreciated the high level of participation and control that it offered them. It combined the dramatic qualities of television with the self-pacing available through books and educational software, and they credited high quality visuals with contributing to the technology's appeal. Most teachers felt that the technology encouraged them to act as a guide or facilitator, although many had difficulty acutally assuming that role. (Appendixes present the student and teacher questionnaires, and sample worksheets.) (Author/CW)

ED 291 603 SE 048 940

Jesuncosky, Betty Jean, Comp.
New Jersey 4-H Marine Science Project. Leaders Guide.
Rutgers, The State Univ., New Brunswick, N.J. Cook Coll.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- 87
NOTE- 195p.; Drawings may not reproduce well.
GRANT- NA-85AA-D-SG084
AVAILABLE FROM- New Jersey Sea Grant, Bldg. 22-Sandy Hook, Ft. Hancock, NJ 07732 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Ecology; Elementary Education; *Elementary School Science; *Environmental Education; Experiential Learning; Marine Biology; *Marine Education; *Science Activities; Science Education; Science Instruction; Social Studies; *Youth Clubs; *Youth Leaders
IDENTIFIERS- 4 H Programs; *Environmental Education Programs; New Jersey
This guide contains a collection of activities which are designed to provide opportunities for 4-H voluteers and youth in New Jersey to get involved in learning about the marine environment. The guide is divided into five sections which deal with habitats, organisms, career exploration, community involvement, and additional marine activities. Each of the sections is comprised of individual lessons, with the intention of including the necessary information for volunteers to provide marine education for 4-H youth. Each lesson is further broken down into seven categories: (1) an introduction; (2) the goals of the lesson; (3) background information; (4) preparation reminders; (5) questions for discussion; (6) additional resources and ideas; and (7) references. The appendices contain reproducible worksheets for use with various lessons and activities, a field trip planning guide, project requirement guidelines, record keeping information, and lists of additional resources. (TW)

ED 291 604 SE 048 941

Clement, John
The Use of Analogies and Anchoring Intuitions to Remediate Misconceptions in Mechanics.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 8 Apr 87
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
GRANT- MDR8470579
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Science; *Concept Formation; Higher Education; *Intuition; *Mechanics (Physics); *Misconceptions; Physics; *Science Instruction; Secondary Education; Secondary School Science
IDENTIFIERS- *Analogies
Reviewed are findings on misconceptions in mechanics and their instructional implications. Many misconceptions are widespread and resistant to change but students have useful intuitions and reasoning processes that could be used more fully. One strategy for dealing with misconceptions is described. It stresses anchoring intuitions, analogical reasoning, thought experiments, and classroom discussion. Data showing significant gains in experimental classes using this strategy. (Author/RH)

ED 291 605 SE 048 942

Lane, Melissa J.
Women and Minorities in Science and Engineering.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
REPORT NO.- NSF-88-301
PUB DATE- Jan 88
NOTE- 314p.
AVAILABLE FROM- National Science Foundation, Forms and Publications Unit, 1800 G Street NW, Washington, DC 20550 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Asian Americans; Bachelors Degrees; Blacks; College Science; Employment Statistics; Engineering Education; *Females; Graduate Study; Higher Education; Hispanic Americans; *Minority Groups; Physical Disabilities; *Science Education; Secondary Education; Secondary School Science; *Sex Bias; *Social Bias; Undergraduate Study
The importance to the United States of scientific and engineering activities makes it essential that the best talent from every available source be attracted to careers in science and engineering. Women and members of minority groups, however, have had historically low rates of participation in science and engineering. Even though this participation has been increasing, another concern must be the market conditions encountered by women and minorities who have earned science and engineering degrees. This volume is designed to meet the problems of underrepresentation by providing a basis for informed discussion and constructive policy and program development. Chapters include "Executive Summary," "Introduction," "Women in Science and Engineering," "Minorities in Science and Engineering," and "Education and Training." Appendices contain the "Technical Notes" and "Statistical Tables." Discussion deals with employment levels and trends, fields of employment, experience, career patterns, and labor market indicators. The minorities discussed include Blacks, Asians, Native Americans, Hispanics, and the physically disabled. Educational issues that are approached include precollege preparation, undergraduate preparation, earned degrees, graduate education, and post doctoral appointments. (CW)

ED 291 606 SE 048 943

Science and Technology in School Curricula, Case Study 1: People's Republic of China. Social Needs and the Teaching of Mathematics, Science and Technology in Primary and Secondary Schools.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.
REPORT NO.- ED-87/WS/36
PUB DATE- 86
NOTE- 67p.
AVAILABLE FROM- UNESCO, 7 place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; Foreign Countries; Mathematics Education; Mathematics Instruction; Science Education; Science Instruction; *Secondary School Mathematics; *Secondary School Science; Technical Education; *Technological Literacy; Technology
IDENTIFIERS- *China; UNESCO

A 1986 global survey revealed that mathematics and science are firmly in place in school curricula worldwide, but teaching of technology has a much more tentative hold. All of the countries that responded taught science and mathematics at most levels but technology was taught in only a few countries. In an effort to probe more deeply into the adequacy of science, mathematics, and technology curricula to meet national needs and their appropriateness in relation to the rapidly evolving nature of science and technology themselves, a series of national case studies were undertaken. This first case study was prepared by the Central Institute for Educational Research (CIER) of the People's Republic of China. It covers the teaching of science, mathematics, and technology in primary and secondary schools. It focuses on the following aspects: (1) a review of the present situation in the teaching of these subjects; (2) a consideration of how the curriculum in these fields should meet current social needs in China; (3) an account of reforms that are currently taking place in the teaching of these subjects; and (4) plans for future experiments. Appendices include sections on education and social needs and on mathematics topics found in magazines. (Author/CW)

ED 291 607 SE 048 945

Thompson, Thomas M.; Wiggins, Kenneth L.
Multivariate Limits and Continuity: A Survey of Calculus Textbooks.
PUB DATE- 9 Feb 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Calculus; *College Mathematics; Functions (Mathematics); Higher Education; *Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; *Textbook Content; Textbook Evaluation; Textbook Research; Textbooks
IDENTIFIERS- Mathematics Education Research
There has been much recent discussion concerning the content of the standard calculus course for students majoring in mathematics and the sciences. Some of this discussion has focused on the available textbooks. One weakness noted in some of these books involves the definitions of limit and continuity for functions of several variables. A surprising number of the textbooks include exercises or examples which are incorrectly handled within the context of the definitions given. These subjects are surveyed in both current and past textbooks and presented in graphical and tabular form. Some alternatives are suggested. Appended is a nine-page "Calculus Textbook Data Table" and 229 references. (Author/PK)

ED 291 608 SE 048 946

Dunlap, Linda L.
First-Grade Children's Understanding of Probability.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Developmental Stages; Developmental Tasks; *Discovery Learning; *Elementary School Mathematics; Grade 1; Mathematics Education; *Mathematics Instruction; Primary Education; *Probability; Readiness; *Tutorial Programs
IDENTIFIERS- Mathematics Education Research

This study investigated young children's ability to solve probability problems and studied the cognitive processes proposed by Piaget and Inhelder as necessary to solve probability problems. The effects of tutorial and self-discovery training were measured and discussed. Results from 168 first-graders in five training conditions indicated that: (1) tutorial training methods were superior to self-discovery methods; (2) cognitively transitional children performed better than non-transitional children; (3) children demonstrated temporally stable and generalized performance increments following training; and (4) the Genevan view of probability solution was not supported. (Author/PK)

ED 291 609 SE 048 947

Finstad, Elaine
Effects of Mathematics Homework on Second Grade Achievement.
PUB DATE- Dec 87
NOTE- 28p.; Prepared for a course at Sam Houston State University, TX.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Assignments; Educational Research; Elementary Education; *Elementary School Mathematics; Grade 2; Home Study; *Homework; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Number Concepts; Teaching Methods
IDENTIFIERS- Mathematics Education Research
The purpose of this study was to investigate whether homework affects second grade mathematics achievement. The study involved two classes of on-grade-level students and involved a unit on place value. The results indicated that the achievement of the experimental group, which was given homework, was better than the achievement of the control group, which was given no homework. It is suggested that further study on a larger scale is merited. (PK)

ED 291 610 SE 048 948

Kennedy, Leonard M.; Tipps, Steve
Guiding Children's Learning of Mathematics. Fifth Edition.
REPORT NO.- ISBN-0-534-08730-2
PUB DATE- 88
NOTE- 583p.; Drawings and photographs may not reproduce well.
AVAILABLE FROM- Wadsworth Publishing Company, Ten David Drive, Belmont, CA 94002 ($33.75).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Calculators; Computer Assisted Instruction; *Educational Planning; Elementary Education; *Elementary School Mathematics; Fractions; Geometric Concepts; Mathematics Education; *Mathematics Instruction; Measurement; Number Concepts; *Problem Solving; Teaching Methods
This combination methods and resource book is written for preservice and inservice teachers of mathematics in the elementary school. It presents a program based on the research of the learning theories of Piaget, Brownell, Deines, Skemp, and Gagne and on successful classroom practices. The 14 chapters deal with: (1) "Mathematics in the Elementary School"; (2) "Assessment Procedures in Mathematics"; (3) "Planning for Teaching Mathematics"; (4) "Calculators and Computers"; (5) "Problem Solving"; (6) "Teaching the Foundations of Numeration"; (7) "Extending Understanding of Numbers and Numeration"; (8) "Informal Geometry"; (9) "Teaching Addition and Subtraction"; (10) "Teaching Multiplication and Division"; (11) "Fractional Numbers--Common Fractions", (12) "Fractional Numbers--Decimal Fractions and Percent"; (13) "Measures and the Processes of Measuring"; and (14) "Tables, Graphs, and Probability." Appendices offer sources of information about math anxiety and equity; producers and distributors of mathematics courseware and learning aids; books for teachers; a guide to activities, problems and games; and an index. (PK)

ED 291 611 SE 048 949

Sobel, Max A., Ed.
Readings for Enrichment in Secondary School Mathematics.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-252-X
PUB DATE- 88
NOTE- 258p.

AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($10.00 each, 10 or more 20% discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020) Books (010)
DESCRIPTORS- Class Activities; Clubs; Enrichment; *Enrichment Activities; Geometric Concepts; *Gifted; *Mathematical Enrichment; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Number Concepts; Periodicals; *Problem Solving; Secondary Education; *Secondary School Mathematics

This collection of readings is primarily addressed to the teachers of the academically talented in mathematics. The readings touch upon a variety of topics, with a special focus on problem solving, applications and mathematical structure. The introductory article discusses the role of enrichment in teaching mathematics. The remaining four sections include: (1) eight articles on enrichment mathematics for high school students reprinted from the 28th yearbook of the National Council of Teachers of Mathematics, (2) five articles from the publication "Topics for Mathematics Clubs"; (3) eight articles from the journal "The Mathematics Teacher"; and (4) three original contributions. (PK)

ED 291 612 SO 017 102

Moore, Shawn; And Others
Curriculum Implementation: A Survey of Teachers' Levels-of-Use of "The Program and the Six-Year Old" and "Social and Environmental Studies (Grades 5-6)" Guides. Research Report.
Scarborough Board of Education (Ontario).
PUB DATE- Nov 84
NOTE- 172p.
AVAILABLE FROM- The Research Centre, Scarborough Board of Education, Level 2, 140 Borough Drive, Scarborough, Ontario, Canada M1P 4N6 ($5.00; chapter 6, "Summary, Conclusions, and Implications" is also available as a separate document).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Guides; Elementary Education; *Elementary School Teachers; Grade 1; Grade 5; Grade 6; *Social Studies
IDENTIFIERS- *Curriculum Implementation; *Levels of Use Scale (Hall and Louck); Ontario (Scarborough)
This document presents results of a research study designed to determine teachers' levels-of-use of two selected curriculum guides, "The Program and the Six-Year Old" and "Social and Environmental Studies (Grades 5-6)." The study also addressed the validity of using a teacher self-report procedure in assessing levels-of-use. This project was designed to provide a profile chart that utilized a five point level-of-use scale including levels for: (1) non-use; (2) initial preparation; (3) mechanical use; (4) routine use; and (5) refinement and integration. Findings indicated that the guides had been implemented at level three or higher by the majority of teachers who taught grades one, five, or six. Barriers to implementation included: (1) insufficient time for reading and internalizing; (2) lack of materials or equipment; (3) insufficient communication among teachers; (4) work overloads; (5) other priorities; (6) lack of team planning; and (7) insufficient in-service training. Tables are included and appendices contain profile charts, survey questionnaires, and definitions of levels-of-use. (JHP)

ED 291 613 SO 017 234

Blackman, Hugh, Ed.; Coronel, Leandro V., Ed.
The World Bank's Lending Approaches: A Special World Bank News Report.
World Bank, Washington, D. C.
PUB DATE- Apr 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Banking; Developing Nations; *Economic Development; Economics; *Financial Support; Investment
IDENTIFIERS- Finance; *World Bank

The World Bank, operating in a complex, diverse, and changing environment, provides financial advice and support to developing nations that range from macro-economic management to project design. Major changes in management systems have occurred during the 1980s and are reflected in the bank's assistance in: (1) analytical support of policy implementation; (2) mobilization and coordination of external resources; and (3) lending and institutional support. Financial support is the most visible and tangible aspect of the World Bank's assistance, and this document describes how it is provided and how time frames and staff costs are measured. Key stages in the bank's lending cycle include: (1) identification of a country's specific investment proposals and programs; (2) preparation of materials needed for pre-financing decision making; (3) technical, financial, economic, and institutional viability appraisals in relation to suitability for World Bank financing; (4) negotiations concerning the scope, terms, and conditions involved in financing an operation; (5) the implementation period; and (6) the evaluation of a completed project. Case studies and graphs are included. (JHP)

ED 291 614 SO 017 936

Vasu, Michael L.; Garson, G. David
PoliNet and Information Utilities: Using Telecommunications in Political Science and Public Administration Education and Research.
PUB DATE- 31 Aug 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Political Science Association (82nd, Washington, DC, August 28-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computer Networks; *Computer Uses in Education; Databases; *Information Networks; Information Services; Online Systems; *Online Vendors; *Political Science; *Public Administration; Research Tools; *Telecommunications
IDENTIFIERS- *PoliNet
General information utilities and specialized networks, such as PoliNet, provide educators and researchers in public administration and allied fields with a diversity of new tools which include: (1) bibliographic searching; (2) international teleconferencing; (3) electronic news clipping services; (4) electronic mail; and (5) free public domain microcomputer software. Electronic publishing, access to online databases, file distribution libraries, and computer based education may affect public administration courses more profoundly than any other 20th century development. The power of utilities and networks results in: (1) increased research possibilities; (2) communication economies; and (3) educational convenience. This document describes the uses of information utilities and networks for teaching and research, the technological dimensions of computer networks, and the organization of PoliNet, the first customized information service designed for public administrators and political scientists. The specific steps in accessing PoliNet's various programs are explained. Users may select: (1) an event's schedule; (2) newsletters; (3) electronic mail; (4) forums; (5) a conferencing system; (6) user profiles; (7) vendor information; (8) public domain fields; (9) gateways to HumaNet and Delphi databases; (10) Dialog and AP News; (11) financial services; (12) the Kussmaul Encyclopedia; (13) travel services; and (14) data storage space. Twenty-nine endnotes are provided. (JHP)

ED 291 615 SO 017 938

Newcomer, Kathryn E.; Caudle, Sharon L.
Command and Control: Public Program Oversight in the Information Age.
PUB DATE- 87
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Oriented Programs; Computers; Decision Making; *Evaluation Utilization; Information Processing; *Information Systems; *Information Utilization; Management Information Systems; Management Systems; *Public Agencies; Research Reports
IDENTIFIERS- *Control Analysis; General Accounting Office; Office of Management and Budget; *Oversight Information Systems
Oversight information systems provide data to oversight agency managers that enable them to: (1) monitor the operations of agencies for which they are charged oversight responsibilities; (2) compare performance data against set performance criteria; and (3) identify exceptions that occur outside performance tolerance parameters. This research study examined computerized oversight information systems in the Office of Management and Budget (OMB) and the General Accounting Office (GAO) of the federal government to determine how system capabilities affect user expectations, what constraints impede a system's use by primary users, and what factors appear to enhance the evolution of effective oversight information systems. Six systems were examined through structured interviews with primary users and/or systems designers and by reviewing input and output documents. Findings indicate that information provided by these systems tends to be used primarily: (1) for upward and outward accountability; (2) to support internal strategic planning efforts; (3) to report to external groups, such as the U.S. Congress; and (4) to provide performance reports to oversight agencies' managers. These systems help an agency demonstrate that it is accomplishing goals, justify resources, and develop data to support policy initiatives. They enhance internal accountability in the oversight agencies, but not in the overseen agencies, and oversight agency managers also utilize these systems to promote political accountability. (JHP)

ED 291 616 SO 017 988

White, Caryn
Chinese Folk Art: The Small Skills of Carving Insects. Activities for Children of All Ages. Activity Sheets.
Yale Univ., New Haven, CT. Council on East Asian Studies.
PUB DATE- 86
NOTE- 27p.; Originally designed to be used in conjunction with "The Chinese Folk Arts Festival" and the exhibition "Chinese Folk Art: The Small Skills of Carving Insects," Yale University, New Haven, CT, December 11, 1986-March 8, 1987. Attached brochure is printed on colored paper.
AVAILABLE FROM- Outreach Program, Council on East Asian Studies, Yale University, Box 13A, Yale Station, New Haven, CT 06520.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Activity Units; Art; *Art Activities; Art Education; *Chinese; Chinese Culture; Class Activities; Elementary Secondary Education; *Folk Culture; Foreign Countries; Learning Activities
IDENTIFIERS- *China
Chinese folk art, known as "the small skills of carving insects," differs from artworks produced by skilled or highly educated Chinese artisans. Folk art is defined as works that are created by ordinary citizens and that often are items designed for personal use. The designation, "the small skills of carving insects," occurred as a result of the simple tools, knives, and scissors utilized to create this type of artwork. Activities contained in this packet were designed to assist exhibition viewers in learning about the vitality of these art pieces, which is derived from their simplicity, boldness, color, and symbolic meanings. Knowledge of this symbolism can help students understand the hopes, fears, joys, and sorrows that characterize the daily lives of rural China residents. The included activity sheets contain lessons about the use of: (1) motifs; (2) symbols; (3) homonyms; (4) legends; (5) different types of art materials; and (6) folk art exhibitions. Answer sheets and drawings are included. Attached is the original brochure of the Chinese folk art festival which these materials were designed to supplement. (JHP)

ED 291 617 SO 017 996

Peach, Lucinda J., Ed.
We the People: Program Planning Guide for Community Forums on the Constitution.
American Bar Association, Chicago, IL. Commission on Public Understanding about the Law.
SPONS. AGENCY- General Mills, Inc., Minneapolis, Minn.; Minnesota Mining and Mfg. Co., St. Paul.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 86
NOTE- 149p.; Prepared in conjunction with the conference "We the People: Community Forums on the Constitution" (St. Paul, MN, May 9-11, 1986).
AVAILABLE FROM- American Bar Association, Commission on Public Understanding About the Law, 750 North Lake Shore Drive, Chicago, IL 60611.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Community Education; *Community Programs; Constitutional History; Elementary Secondary Education; Planning; *Program Development; Program Guides; Program Implementation; Social Studies; *United States History
IDENTIFIERS- *Bicentennial; Forums; *United States Constitution
Designed to assist organizations preparing to celebrate the Bicentennial of the U.S. Constitution through community and school events, this guide provides educational ideas that can be useful in directing the public's attention to the Constitution and the values it represents. Information is included on selecting forum formats, such as mock legislative hearings, town hall meetings, mock trials, and debates and on how to handle scheduling, space requirements, topics, speakers, audiences, and public relations. How to organize successful planning groups and develop programs are described along with suggestions and potential resources for fund-raising efforts. Ideas are presented for developing local publicity including suggestions for working with local media sources. Educational programs that can be incorporated into local school curricula and sample community forum topics are highlighted. Alternative community activities, such as the use of speakers' bureaus or films, are described. Appendices include bibliographies of: (1) written resources about the U.S. Constitution (175 items); (2) Constitution-related audiovisual materials (228 items); and (3) organizations participating in "We the People" programs. (JHP)

ED 291 618 SO 017 998

Frank, Roberta
The Humanities and the Constitution: Resources for Public Humanities Programs on the Bicentennial of the U.S. Constitution. A Supplement to "The Constitution and the Community."
National Federation of State Humanities Councils, Minneapolis, MN.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Apr 86
NOTE- 92p.; For "The Constitution and the Community," see ED 251 403.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Planning; *Community Programs; Constitutional History; *Humanities; National Programs; Resource Materials; Social Studies; State Programs; United States History
IDENTIFIERS- *Bicentennial; *United States Constitution
This report, a supplement to "The Constitution and the Community: A Resource for Planning Humanities-Based Programs on the United States Constitution," describes resources for community oriented U.S. Constitution bicentennial celebration programs. Part 1 outlines basic planning procedures in terms of: (1) focusing on humanities; (2) forming planning committees; (3) identifying audiences; (4) designing programs; (5) choosing program participants; (6) obtaining project funding; (7) publicizing programs; (8) preparing programs; and (9) evaluating programs. Part 2 identifies selected projects funded by state humanities councils, while part 3 describes selected national programs and resources. Part 4 contains listings by state of state humanities councils and commissions and a list of scholars who indicated interest in participating in public bicentennial programs. Appendices include: (1) bicentennial celebration dates; (2) a U.S. constitutional history bibliography; and (3) a publicity guide for public humanities programs. (JHP)

ED 291 619 SO 018 194

Hurrelmann, Klaus
Adjusting to an Erosion of Opportunities: The Experience of West German Youth.
PUB DATE- Oct 84
NOTE- 26p.; Research funded by the Deutsche Forschungsgemeinschaft.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Educational Benefits; *Employment Opportunities; Employment Patterns; Employment Potential; Graduation Requirements; *Relevance (Education); *Young Adults
IDENTIFIERS- *West Germany
An increase in formal education requirements in West Germany has not been accompanied by an increase in vocational opportunities which have actually decreased in some professions. This study assessed the opinions of 40 members of the age group (born between 1962 and 1964) who received their formal education during the period of increased educational requirements about the significance of their school experiences in relation to subsequent educational and employment opportunities. The findings indicate that students perceive having reduced employment opportunities and believe that they personally have to maximize or create any employment opportunities. They believe that advanced school programs increase their awareness and readiness to question political conditions, and the more highly educated former students are the most critical ones in rating educational opportunities. The perception that schools provide opportunities to prepare for future employment does not appear to apply to contemporary economic conditions, because it implicitly promises employment in exchange for a diploma. The school experience should be redefined so that persons perceive attendance as an important element of their total life. (JHP)

ED 291 620 SO 018 230

Hagemann, Frances L.
Study Guide for the United States Constitution and Teacher's Manual.
REPORT NO.- ISBN-0-86609-298-6; ISBN-0-86609-299-4
PUB DATE- 87
NOTE- 80p.
AVAILABLE FROM- McDougal, Littell and Company, P.O. Box 1667, Evanston, IL 60204.
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constitutional History; *Constitutional Law; Instructional Materials; Law Related Education; Resource Materials; Secondary Education; Social Studies; Study Guides; *United States Government (Course); *United States History
IDENTIFIERS- *United States Constitution

Presented in this document are a student's study guide and an accompanying teacher's manual. The purpose of the study guide is to present information on (1) what the U.S. Constitution means, (2) how the U.S. government is organized, (3) why the Constitution is a living document, and (4) why the Constitution is a source of pride for U.S. citizens. This document is divided into units that feature the Constitution's original articles, the amendments, and court interpretations. Unit 1 highlights each section of every article and describes its meaning. Those sections that have been changed because of amendments are noted. Unit 2 discusses each constitutional amendment and describes its purpose and meaning. In unit 3, specific Supreme Court cases are discussed to illustrate constitutional change as a result of legal interpretation. Student reviews are provided for each unit, along with worksheets for the study of selected articles, amendments, interpretations, and a final examination. Pictures and charts are included. The teacher's manual contains planning guides for teaching units about (1) the original articles of the U.S. Constitution, (2) amendments to the Constitution, and (3) interpretations of of the Constitution. Each planning guide describes learning objectives teaching strategies for both average and advanced students, and methods of relating the information to current events and situations. A comprehensive mastery examination, a time planning chart, and a 72-item bibliography are included. (JHP)

ED 291 621 SO 018 257

Indiana Curriculum Proficiency Guide.
Indiana State Dept. of Education, Indianapolis. Center for School Improvement and Performance.
PUB DATE- Jun 87
NOTE- 516p.
LANGUAGE- English

EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; *Curriculum Development; Elementary Secondary Education; State Curriculum Guides; *State Standards
IDENTIFIERS- *Indiana; *Proficiency Modules
This proficiency guide was designed to serve as a resource for local school corporations in developing, reviewing, and revising curriculum documents. It was assembled in response to an Indiana State Board of Education directive to produce a guide to aid school systems in establishing proficiencies in English language arts, mathematics, social studies, science, fine arts, health education, physical education, foreign language, and practical arts/industrial technology education. The guide specifies what every Indiana student should have the opportunity to learn in these subjects from kindergarten through 12th grade. Section 1 describes how to use the guide, section 2 presents a curriculum development model, and section 3 outlines subject area proficiency statements. The concluding sections provide philosophy statements and proficiency lists for each subject area by specific grade level or by kindergarten/primary, upper elementary, middle/junior high, and high school designations. A general bibliography and bibliographies for each subject section are included. (JHP)

ED 291 622 SO 018 265

Lang, Melvin
Inviting Teachers and Their Students To Succeed in the "Musty" Science of Economics: Evaluation of Achievement and Attitude Changes.
PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Conference of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Gains; *Attitude Change; Consumer Economics; *Economics; Economics Education; Elementary Education; *Elementary School Students; *Elementary School Teachers; Evaluation; Improvement; Inservice Teacher Education; *Social Studies

Forty-seven elementary school teachers, librarians, curriculum specialists, and administrators participated in a research oriented education course that consisted of 15 television programs designed to help elementary school teachers and students analyze and understand economic concepts. Teachers also: (1) viewed programs with students; (2) used a prepared course study guide; (3) evaluated students' work; (4) took the pre- and post-test on the Test of Economic Literacy (TEL); and (5) attended at least one course-related workshop. Fourteen other teachers taught economics but did not participate in this program. They and their students comprised the control group. Students in the experimental group received higher scores on the Basic Education Test (BET) than did students in the control group. Teachers in the experimental group: (1) had higher TEL post-test scores than pre-test results and had post-test scores higher than the TEL test scores of teachers in the control group; (2) developed more positive attitudes toward consumer activities; (3) experienced reduced anxiety toward economics activities; and (4) developed more practical definitions of economics. (JHP)

ED 291 623 SO 018 533

Levy, Seymour; Linster, Charles A.
The Federal Block Grant Experience.
Department of Education, Chicago, IL. Region 5.
PUB DATE- Apr 81
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Block Grants; Federal Aid; Federal State Relationship; *Financial Support; History; Program Descriptions; Program Evaluation
IDENTIFIERS- Community Development Block Grant Program; Comprehensive Employment and Training Act Title IV; Law Enforcement Assistance Administration; Social Security Act Title XX

Block grants have been defined as programs through which funds are provided to governmental units, such as state or local governments, based upon a statutory formula. They are usually provided for use in a defined, but broad, area and at the recipient's discretion. This document describes the historical development of these grants and the role of congressional, administrative, federal-state, and state-local relations in past and present performance of these programs. Additional definitions of block grants are outlined, and administrative goals and objectives for these programs are suggested. These funds are described as promoting economy and efficiency, program enlargements, decentralization, coordination, targeting, innovation, and control. The roles of the Law Enforcement Assistance Administration (LEAA), the Comprehensive Employment and Training Administration (CETA), the Community Development Block Grant Program, and Title XX (the 1974 Social Security Amendments) in providing block grants and assistance are highlighted. Evaluations of selected programs and relationships are presented. Charts are included. (JHP)

ED 291 624 SO 018 536

Stewart, Hester R.; Cannon, Mary E.
Women in Delaware: A Documented Profile.
Delaware State Dept. of Public Instruction, Dover. Div. of Vocational Education.; Delaware Univ., Newark. Coll. of Humman Resources.
PUB DATE- Apr 86
NOTE- 50p.; Printed in colored ink on colored paper.
AVAILABLE FROM- Delaware Department of Public Instruction, The Townsend Building, P.O. Box 1402, Dover, DE 19903.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; Educational Needs; *Employed Women; Family Life; Family Size; *Females; *Life Style; Living Standards; Low Income Groups; Place of Residence; Postsecondary Education; *Poverty; Profiles; *Sex Discrimination; Womens Education
IDENTIFIERS- Delaware
A source of demographic data concerning the status of women in Delaware, this document includes multiple charts, graphs, and statistical information concerning women in the areas of (1) population characteristics, (2) marital status and living arrangements, (3) labor force participation, and (4) income and earnings. Included are data for the female population by age, years of education, and median income. Comparing women's earning in relation to men's, the average earnings for women with four years of college were lower than for men with less than eighth-grade education. The study found that income varied according to sex, family type, age, and race; that child care facilities are a crucial need; and that the majority of women will spend a portion of life divorced or widowed. (NL)

ED 291 625 SO 018 561

Gibson, Susan McCloud
Judgments of Preference on Simultaneous Sounded Bitonal Frequencies in the Monaural and Dichotic Conditions.
PUB DATE- 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Aesthetic Values; *Auditory Discrimination; *Auditory Perception; *Music; Music Appreciation; Music Techniques; *Music Theory; Perception; Perception Tests; Sensory Experience
IDENTIFIERS- *Consonance
The cause of music consonance perception is not known, but consonance has been defined by both physical and perceptual characteristics. This study tested the extent of differences in interval perceptions and preferences in a non-musically trained group of adults. The independent variables of frequency range, condition of presentation, and harmonic intervals were judged for magnitude of preference. Results suggest that consonance preferences do not change when tones are heard in other frequency ranges or presentations. The findings also indicate that consonance preference may be a perceptual process that is not dependent upon frequency range or condition of presentation. Results of the study further imply that processes for aesthetic appreciation differ and are less demanding than aural discrimination processes. Charts and tables are included. (JHP)

ED 291 626 SO 018 597

Management, Planning, and Monitoring Population Education Programmes. Abstract-Bibliography Series 8.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
REPORT NO.- BKP/87/OPE/312-2000
PUB DATE- 87
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Case Studies; Cost Effectiveness; Curriculum Design; Curriculum Development; Developing Nations; Evaluation Criteria; Family Planning; Human Capital; Nonformal Education; *Population Education; Secondary Education; Staff Development; Technical Assistance; World Problems
IDENTIFIERS- El Salvador; India; Korea; Malaysia; Philippines; Thailand; Tunisia; Vietnam

This document abstracts and reviews 32 publications that describe population education programs developed for Asia and the Pacific region. The documents are grouped under three sections: (1) management; (2) planning; and (3) monitoring/evaluation. Section 1 consists of 12 selected titles that deal with management of population education programs. Section 2 is comprised of 12 titles that present theoretical discussions and practical guidelines for planning both in-school and out-of-school population programs. Reports of meetings, organized to plan and develop various types of population education programs, are also included in this section. Section 3 contains eight publications on monitoring and evaluating programs. Both theoretical analyses and case studies are provided, along with a cost-effectiveness analysis of some programs. The programs were developed for India, Malaysia, the Philippines, Korea, Vietnam, Thailand, El Salvador, and Tunisia. (KL)

ED 291 627 SO 018 599

Brinkley, Robert C.
Integrating a Music Curriculum into an External Degree Program Using Computer Assisted Instruction.
PUB DATE- Dec 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Adult Programs; *Computer Assisted Instruction; *External Degree Programs; Independent Study; Individualized Instruction; Interactive Video; *Music Education; Technology
This paper outlines the method and theoretical basis for establishing and implementing an independent study music curriculum. The curriculum combines practical and theoretical paradigms and leads to an external degree. The computer, in direct interaction with the student, is the primary instructional tool, and the teacher is involved in indirect consultative interaction with the student. The design of the curriculum involves "educational goals clarification," a process by which the students develop a body of information about themselves in order to clarify goals. Through computer assisted instruction (CAI), the intended and resultant curricula begin to merge. This program is oriented toward general studies of music rather than vocational orientation. More than one-half of the program consists of required courses in arts and humanities, science and mathematics, and social and behavioral sciences. Through computer assisted instruction, course offerings could be expanded to include music history, theory orchestration, composition, and keyboard skills. Through Musical Instrument Digital Interface (MIDI), digital synthesizers can talk to each other or other computers. The external degree study program exemplifies a union of theory and practicality for the learner who is ready to assume the responsibility for self-directed learning. (SM)

ED 291 628 SO 018 616

Silva, John de Oliveira E
The Fatal Panacea: The Emigrant Experience in the Novels of Ferreira de Castro.
PUB DATE- 87
NOTE- 15p.
AVAILABLE FROM- John de Oliveira E Silva, La Guardia Community College, 31-10 Thomson Ave., Long Island City, NY 11101.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Book Reviews; Cultural Differences; *Cultural Influences; Developing Nations; *Economically Disadvantaged; *Latin American Culture; *Latin American Literature; *Latin Americans; Social Change
IDENTIFIERS- Brazil; Portugal
The twin emigration sagas of Ferreira de Castro (1898-1974), "Emigrantes" (1928) and "A Selva" (1930) embody what has been described as the primary driving forces of emigration: hunger and injustice. The main protagonists of "Emigrantes" and "A Selva," Manuel and Alberto, illustrate these forces. Manuel, a middle-aged Portuguese farmer decides to improve his and his family's lot by going to Brazil. Alberto is a young, university-educated son of a prominent Portuguese family who is forced to leave his homeland due to political forces. The protagonists' early limitations of character, their experiences and disillusionments in the New World, and finally their role as victims of the process of emigration is examined in this paper. From disillusionment emerges redemption and new insight; enlightenment comes through human relationships experienced in the New World. (NL)

ED 291 629 SO 018 621

Ligtvoet, Johan
Arts Education in a Multicultural Society. The CDLC's Project No. 7. "The Education and Cultural Development of Migrants." Proceedings of the International Conference on Intercultural Curriculum (4th, Bergen, Netherlands, February 23-27, 1987).
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS-EGT-87-16
PUB DATE- 87
NOTE- 38p.
AVAILABLE FROM- Council of Europe, Council for Cultural Co-operation, School Education Division, Strasbourg, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Art Appreciation; *Art Education; *Cultural Activities; *Cultural Awareness; Cultural Education; Culture; Curriculum Development; Elementary Secondary Education; Fine Arts; *International Education; *Multicultural Education; Music; Program Improvement; Theater Arts; Visual Arts

This booklet details the proceedings of an international conference focusing on education in the arts in a multicultural world. An international perspective can be gained by encouraging the teaching of literature, music, arts, and drama in an culturally-unbound way, by establishing a progressive means of interpreting other cultures and other arts, and by escaping the teaching of the dominant culture. A variety of innovative techniques are recommended, such as the teaching of minority art history, establishing a system of minority artists in the schools, and developing an intercultural program in drama, music, and the applied arts. Arts arise from different philosophical, spiritual, and social backgrounds. A person can use this diversity to eliminate separateness by providing direct experiences which are not based solely on common elements. Proposals from the conference included: (1) organizing an information data bank and (2) stimulating positive discrimination in teacher recruitment. Among the major concerns were the upgrading of teacher training, the design of graduate courses, organizing follow-up conferences, and the provision of interculturalism within curricula. (NL)

ED 291 630 SO 018 633

Daly, Richard F.
A Comparative Study of the Pre-Professional Skills Tests (PPST) Test Scores of Pre-Service Teachers at Mankato State University.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Ability; Cognitive Measurement; Comparative Analysis; Educational Research; Intelligence; Labeling (of Persons); *Preservice Teacher Education; Sex Discrimination; *Teacher Characteristics; Teacher Education; Teacher Stereotypes; Womens Education
IDENTIFIERS- *Mankato State University MN
This research study tested commonly held beliefs concerning gender differences in mental ability. People tend to believe that female pre-service teachers will score significantly higher in verbal ability (reading and writing) than male pre-service teachers, and that male pre-service teachers will score significantly higher in mathematics. The "Pre-Professional Skills Tests (PPST)" was administered to 36 females and 23 males during a 50-minute class period. The test consisted of 24 multiple-choice questions and was divided into three sections, with eight questions in each area. The study yielded these findings: (1) while verbal (reading and writing) ability of female pre-service teachers is higher than male pre-service teachers, it is not significantly greater; (2) mathematics ability of male pre-service teachers is significantly higher than that of female pre-service teachers; (3) writing ability of male pre-service teachers is significantly higher than their reading ability; and (4) mathematics ability of male pre-service teachers is significantly higher than their verbal (reading and writing) ability. The paper concludes with a word of caution concerning the limitations of this study. (NL)

ED 291 631 SO 018 640

Oswald, James M.
Preparing for Travel in India.
PUB DATE- 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Buddhism; Caste; Developing Nations; Foreign Countries; Islamic Culture; *Rail Transportation; *Tourism
IDENTIFIERS- *India
The complexity of the Indian society can be overwhelming, and preparation for travel in India requires careful and detailed advance planning. Practical suggestions are provided for travelers to help them understand cultural differences, avoid illnesses, and select appropriate clothing for the intense heat. Explanations are given about the monetary system, exchange rates, accommodations, tipping, and kinds of food, as well as guidelines for meeting and interacting with the Indian people. Suggestions are also made for obtaining a wide variety of necessary services. (NL)

ED 291 632 SO 018 657

Dunn, Phillip C.; And Others
Promoting School Art: A Practical Approach.
National Art Education Association, Reston, Va.
PUB DATE- 87
NOTE- 68p.
AVAILABLE FROM- National Art Education Association, 1916 Association Drive, Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Education; *Childrens Art; Community Cooperation; Cooperative Planning; Curriculum Development; Educational Finance; Participative Decision Making; *School Community Relationship; Student Projects; *Teacher Administrator Relationship
This publication provides art educators with a plan for becoming effective advocates for school art programming and management. Chapter 1 is designed to stimulate change in programs that train art educators, to offer practical guidelines and techniques for obtaining operational support for school art programs, and to describe various marketing strategies for these programs. The importance of opening, maintaining, and enhancing levels of communication with educational decision makers who want to maintain effective school and community relations, as well as the need to develop leadership, is stressed. Chapter 2 describes the organization of schools, budgeting process, sources of school funding, function of the school board, and planning strategies. It explains how the art educator can assist the school district by supporting programs and activities designed to promote the system. Eleven planned steps for communication with administrators and school boards are suggested. Chapter 3 describes the legislative process in relation to the arts and techniques for effective lobbying. It also provides a list of associations concerned with art at the national, state, and local levels and describes the development of an art organization, with a step-by-step format. Chapter 4 explains the use of the media for desired publicity, with suggestions for obtaining and designing publicity releases. Sample publicity releases are included. Chapter 5 discusses the growth of art education programs during the last five years, noting a strong trend toward increased public support. The document includes a list of suggested readings. (NL)

ED 291 633 SO 018 673

Gumport, Roberta H.
Films: China and Japan .
Illinois Univ., Urbana. Center for Asian Studies.
PUB DATE- Feb 87
NOTE- 6p.
AVAILABLE FROM- Asian Cinema Studies Society, 2090 FLB, 707 S. Matthews, University of Illinois, Urbana, IL 61801.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Asian History; Audiovisual Aids; *Chinese Culture; Cultural Awareness; Educational Resources; Film Production; Foreign Countries; *Foreign Language Films; Instructional Films; Multicultural Education
IDENTIFIERS- *China; *Japan
The history of filmmaking in China and Japan and film usage in teaching are considered in this document. Pointing out how films describe historical context and culture, the document also describes various techniques of film making. Films in China were heavily influenced by western models and have tended to be tools of the power structure, as reflected by the Goumindang government, which enacted strict censorship laws in 1930 preventing the release of films that were: (1) critical of the regime, (2) dealt with the war with Japan, or (3) presented unfavorable social realities. Currently, there is a movement toward artistic freedom within strict limits. The film industry in Japan, thriving since the early 1900s, experienced the artistic growth of Japanese films as a result of freedom from corresponding restrictions imposed by the war. Japanese films are divided into two categories: (1) contemporary life films; and (2) period films. An overview of the films of five influential Japanese film makers and a brief list of their films is provided. There are numerous Chinese films available for rent and a brief description of five classic films made between 1937 and 1969 is included. Descriptions of films available for classroom use are included. (NL)

ED 291 634 SO 018 674

Crane, Louise
Entertainment Films and Video in Africa.
Illinois Univ., Urbana. African Studies Program.
PUB DATE- Feb 87
NOTE- 6p.; Article printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *African Culture; *African History; Audiovisual Aids; Censorship; Cultural Awareness; Developing Nations; Educational Resources; Film Production; *Films; Foreign Countries; Instructional Films; Multicultural Education; Multimedia Instruction; Second Languages; Tribes; World Problems
IDENTIFIERS- *Africa
The film industry in Africa began in 1963. Since then, development has been slow because of funding problems and political restrictions. Television is available to only a fraction of the population and imported programming represents almost one-half of the programming. However, there are some successful African produced television programs. The themes and contents of the films tend to reflect a changing culture, social problems, and colonialism. The work of five filmmakers is discussed in this paper, including four films of Ousmane Sembene ("Ceddo," "Borrom Sarret," "Mandabi," and "Xala"). Sembene's themes concern the African elites and greed, and "Ceddo" has been banned by the government of Senegal. Souleyman Cisse's "Baara" concerns poor and illiterate Africans and the struggle to survive urban life. In Paul Zoumbara's "Jours de Tourmentes", a western educated man tries to introduce modern farming techniques in his home village against opposition from the tribe and his own father. Haile Gerima"s film, "Harvest: 3000 years", the story of three generations in an Ethiopian family, has been highly praised by critics. Ross Dervish's "The Happy Valley" is set in the 1930s and is an expose of the expatriate aristocracy of Kenya. Ordering information is provided. (NL)

ED 291 635 SO 018 675

Talbot, Elizabeth
Soviet Cinema.
Illinois Univ., Urbana. Russian and East European Center.
PUB DATE- 87
NOTE- 6p.; Article is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; *Censorship; *Communism; Democracy; *Film Production; Films; *Foreign Language Films; Freedom of Speech; History; *Multicultural Education
IDENTIFIERS- *USSR

Recent social and political changes in the USSR have made available some 60 previously unreleased films, which were produced during the last 20 years and withheld from release by the Union of Soviet Filmmakers. In 1986, much of this group's leadership was removed leading to an atmosphere more favorable to wider distribution. Some of these films have now been released within the USSR. One of these newly available films, "Scarecrow", by Rolan Bykov, is attracting large audiences. It concerns moral issues, childrens' cruelty to one another, and adult indifference, all controversial subjects not usually portrayed in Soviet films. Opposing reviews of the film have been published, a policy not customary in the past. Other themes found in these films include the evils of Stalinism (especially as represented in "Repentance," directed by Tengis Abuladze), World War II and nuclear war. Animated films for children are being successfully marketed abroad, as are Soviet films generally. A discussion of several films is included in this brief review, a 13-item bibliography is provided, and rental information for Soviet films is listed. (NL)

ED 291 636 SO 018 678

Ploghoft, Milton

Children and Television: A Basic Concern in Social Science Education.
Occasional Paper No. 6.
Ohio Council for the Social Studies, Oxford.
PUB DATE- 85
NOTE- 26p.; A product of the Higher Education Interest Group.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audiences; Child Development; *Childrens Television; *Citizenship Responsibility; *Critical Thinking; Curriculum Design; Curriculum Enrichment; *Instructional Development; Lesson Plans; Media Adaptation; Popular Culture; Public Affairs Education; Student Interests; Television Commercials; Television Research; *Television Viewing

Television viewing by children is a major concern of parents, legislators, and educators in the United States today. By high school graduation a young person will have watched 15,000 hours of television as compared to 11,000 to 12,000 hours spent in school. Concerned groups fear a loss of reading ability, the development of a consumer mentality, and passive development. An alliance between the home and the school is a promising means of confronting the problem. This document provides curriculum plans utilized by schools in Oregon, Idaho, and New York to teach critical skills needed to analyze the content of television programming and provide classroom experiences in analyzing television commercials. The classroom studies of television news programming prepare students for their roles as citizens by developing the ability to distinguish between objective and subjective reporting. Entertainment programs are used for language skill development and social analysis. A 21-item bibliography is included. (NL)

ED 291 637 SO 018 687

Mehran, Golnar
The Socialization of Schoolchildren in the Islamic Republic of Iran: A Study of Social Studies Textbooks.
PUB DATE- 87
NOTE- 44p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Washington, DC, March 12-15, 1987).
AVAILABLE FROM- Golnar Mehran, 838 N. Daheny, Apt. 1402, Los Angeles, CA 90069.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Foreign Countries; Ideology; International Education; *Islamic Culture; Moral Development; Moral Values; Political Attitudes; Political Socialization; Religious Conflict; Religious Education; Religious Factors; *Socialization; *Social Studies; Social Values; *Textbook Bias; *Textbook Content; *Textbook Evaluation; Textbook Research; Traditionalism; Values Education
IDENTIFIERS- *Iran
Social studies textbooks currently used in Iran have been rewritten since 1979 to achieve the socialization of children into current Islamic political thought. An analysis of the content of current social studies textbooks concludes that explicitly political textbooks are used to teach state approved values and appropriate political behavior while preparing children to become citizens in a country with a narrowly defined framework of government ideology. The stated goal of the Iranian government is to use schooling to prepare such citizens, and the social studies textbooks used in the schools today successfully reflect these values. Islam is presented as a political religion and the topics included are used for conscious political ends. The world is presented in black and white terms, including the depiction of the former Pahlavi regime as corrupt and degrading, the United States and the West as the enemy, and political dissent as nonexistent. This paper, which analyzes content, is limited to determining what sort of ideal person the new Islamic textbooks wish to create; it is not intended to measure the effectiveness of the textbooks in attitude formation. A 57-item bibliography is included. (NL)

ED 291 638 SO 018 688

Kransdorf, Martha
Frances Eisenberg at Canoga Park High School, 1946: Prelude to McCarthyism in the Los Angeles Public Schools.
PUB DATE- 30 Apr 87
NOTE- 13p.; Paper presented at the Annual Meeting of the International Society of Educational Biography (Montreal, Quebec, Canada, April 30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Freedom; *Civil Rights; Democracy; Due Process; Elementary Secondary Education; Freedom of Information; *Freedom of Speech; Freedom Schools; *Political Influences; *Political Issues; Politics of Education; Privacy; Social Change; *Teacher Rights; Unions
IDENTIFIERS- *Eisenberg (Frances)
Targeted by the "California Fact-Finding Committee on Un-American Affairs" in 1946, Frances Eisenberg subsequently was dismissed from the Los Angeles Public School System after 20 years of teaching. In 1947, the "Tenney Committee" introduced eight bills in the California legislature to prevent the teaching of controversial subjects in elementary schools and to increase legislative control over textbooks. Eisenberg was charged with "indoctrinating with subversive ideologies" in the small rural agricultural community of Canoga Park, California. In spite of strong parental and student support, Eisenberg, a teacher of journalism and English and the faculty advisor for the school newspaper, became the target for suspicion and hostility during a period of nationalism. Known anti-Semites were called as witnesses against her as well as students who had never been in her classes. Although the board of education appointed a committee which investigated the charges and completely cleared her, she lost her position in 1954. During this period the superintendent of the Los Angeles Schools required teachers to read a booklet on Americanism and to sign a loyalty oath. (NL)

ED 291 639 SO 018 707

Amadio, Massimo, Comp.; And Others
Educacion y Pueblos Indigenas en Centroamerica: Un Balance Critico (Education and Indigenous People in Central America: A Critical Balance).
United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.
PUB DATE- May 87
NOTE- 146p.; Papers presented at a United Nations Educational, Scientific, and Cultural Organization subregional seminar workshop on training indigenous teachers in Central America and Panama (Guatemala, July 1985).
LANGUAGE- Spanish
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cultural Pluralism; Curriculum Development; Demography; *Developing Nations; *Educational Anthropology; *Educational Development; *Ethnic Groups; Ethnic Relations; Foreign Countries; Global Approach; *Indigenous Populations; International Education; *Multicultural Education; Nonformal Education; Poverty; Rural Education; Tribes; World Problems
IDENTIFIERS- *Central America
Global society is polarized between the modern capitalist sector and the marginal sector, which is composed of indigenous, poor, and ethnic, tribal people. The problems of education for groups in Latin America, key issues in planning to meet their needs, and strategies to resolve them, are the focus of this publication. Nine papers provide a general analysis of the quality and efficiency of current educational programs, socio-economic conditions, and political influences affecting educational planning. The goals of this United Nations Educational, Scientific and Cultural Organization conference project are to assure education before 1999 for all children of school age, to offer a minimum of general education of eight to ten years, to eliminate illiteracy before the year 2000, and to upgrade the quality and efficiency of the educational systems through needed reforms. The document is divided into three parts that include: (1) some suggestive theoretical pointers and a series of critical analyses; (2) a synthesis of past education programs for indigenous people; and (3) indicators for future planning. Crucial unresolved issues discussed include assimilation, integration, bilingual education, cultural pluralism, and decolonization. Charts are included that note the locations and populations of various tribes of the indigenous people in this region. (NL)

ED 291 640 SO 018 794

Miller, Steven L.; And Others
Economics and National Security. Supplementary Lessons for High School Courses.
Ohio State Univ., Columbus. Mershon Center.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; W. Alton Jones Foundation, Charlottesville, VA.
PUB DATE- 87
NOTE- 199p.
AVAILABLE FROM- Publications Manager, Citizenship Development for a Global Age Program, Mershon Center, 199 West Tenth Avenue, Columbus, OH 43201-2399.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics Education; Educational Resources; High Schools; Instructional Materials; Integrated Activities; International Relations; Learning Activities; *National Defense; *National Security; Social Studies; Teaching Methods; United States Government (Course)
The goal of this book is to help teachers deal more effectively with national security topics in their economics courses. The lessons are designed to introduce national security ideas and concepts into the classroom by filling gaps in textbook coverage and enriching current textbook treatment of national security topics. The lessons are grouped into six sections corresponding to major divisions of subject matter in a high school economics course. Section 1 contains eight lessons dealing with fundamental economic concepts. Section 2 has five lessons on topics illustrating microeconomic concepts related to markets, supply, and demand. Section 3 contains six lessons on microeconomic concepts related to market structure and market failure. Section 4 presents six lessons on various macroeconomic concepts. Section 5 includes five lessons dealing with international economic concepts. Section 6 contains four lessons relevant to economic decision making and measurement concepts. Each lesson includes (1) a description of the main points, (2) economic concepts to be taught, (3) instructional objectives, (4) suggested teaching procedures, (5) ways to integrate lessons with the textbook, (6) exercises and application activities on reproducible handouts for student, and (7) suggested readings. (SM)

ED 291 641 SO 018 796

Visual Arts: Program Guidelines K-12.
Dependents Schools (DOD), Washington, D.C.
REPORT NO.- DS-2620-1
PUB DATE- Nov 86
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; Art History; Art Materials; Art Products; Art Teachers; Course Content; Curriculum Development; Elementary Secondary Education; Evaluation; Facility Guidelines; Instructional Materials; Program Development; *Visual Arts

This guide was designed to provide a sequential art program for grades kindergarten through 12 and to assist teachers and administrators in maximizing the use of available resources. The program also reflects recent trends in art education that encourage the development of understanding and appreciation of art heritage, aesthetic perception and visual thinking, and critical judgment. Participation in creative expression is also encouraged. The essential components of a quality program are detailed in section 1, along with the philosophy, goals, and the roles played by the classroom teacher, art specialist, and administrator. The scope and sequence for kindergarten through sixth grade and course descriptions and objectives for grades 6-12 are presented in sections 2 and 3. Recommended time frame per class, weekly time allotments for elementary art instruction, and recommended course length for grades 6-12 are described in section 4. Guidelines for evaluating student work are discussed in section 5. Supplies and equipment that are required for a quality program are detailed in section 6, and space requirements and specifications for an adequate art facility are provided in section 7. The document concludes with a listing of periodicals and art organizations to help art teachers achieve professional growth and development. (SM)

ED 291 642 SO 018 800

Akalin, Cem
Learning by Helping: Young Germans Do Volunteer Work Abroad. Sozial-Report.
Inter Nationes, Bonn (West Germany).
REPORT NO.- SR-10-87(e)
PUB DATE- Oct 87
NOTE- 18p.
AVAILABLE FROM- Inter Nationes, Kennedyalle 91-103, D-5300, Bonn 2, Federal Republic of Germany.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; Foreign Countries; International Programs; International Relations; *Public Service; *Student Volunteers; *Voluntary Agencies; *Volunteers; *Young Adults; Youth Agencies; Youth Opportunities
IDENTIFIERS- West Germany
A tradition of service abroad by Germany's youth has a long history. Many of the earlier activities by German overseas organizations developed after the First and Second World Wars as an attempt to promote peace and reconciliation between Germany and other countries. Reconciliation work is still being done in Israel, the Netherlands, and Poland. The "International Civilian Service" and the Christian Peace Service were formed after the First World War to promote pacifism. The Action Committee World Peace Service serves as an umbrella organization for three reconciliation services whose goal is to promote peace between Germany and the countries it fought during Second World War. A second purpose for the youth exchange between Germany and other European countries is to instill a sense of European awareness and identity in the young people. A third reason for service abroad is to provide young people the opportunity of showing solidarity with developing nations and becoming actively involved in community projects in those countries. The 1969 Development Volunteer Act (amended in 1986) forms the legal basis for West Germany's Development Service, which provides support for young Germans serving in a developing country. Most of the programs today are directed toward social problems, ecology, peace and international solidarity, all of which are subjects in which young people show deep interest. The range of projects is broad, enabling each individual to make a choice close to his or her personal inclinations. (SM)

ED 291 643 SO 018 806

Energy Management in Schools.
Canadian School Trustees Association, Ottawa (Ontario).
REPORT NO.- ISBN-0-920632-25-4
PUB DATE- Jul 87
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; *Building Operation; *Climate Control; *Conservation Education; Energy Conservation; *Energy Management; Fuel Consumption; Heat; Motor Vehicles; Operating Expenses; Utilities; Water Resources
IDENTIFIERS- Canada

This booklet provides the basic information for starting an energy conservation program. Guidelines for involving all school personnel and promoting energy conservation throughout the entire Canadian education system are provided. Outlined in the booklet are methods for climate proofing the building envelope and making the system air tight, conserving energy in administrative offices and public areas, effective use of heating, ventilation, and air conditioning systems, and management of lighting systems. Ways to conserve energy in the cafeterias and kitchen areas comprises a large segment of the manual. Ways to conserve energy on school grounds through management of lighting systems and conserving fuel through maximizing use of vehicles are detailed. The concluding section provides an outline for setting up and running an effective energy management program. (SM)

ED 291 644 SO 018 808

Ross, Robert Beals, Ed.
The World = Le Monde.
Canadian International Development Agency, Ottawa (Ontario).; Canadian School Trustees Association, Ottawa (Ontario).
REPORT NO.- ISBN-0-920632-24-6
PUB DATE- 87
NOTE- 68p.
AVAILABLE FROM- Canadian School Trustees' Association, 124 O'Connor Street, Suite 505, Ottawa, Ontario, Canada KIP 5MA (no cost).
LANGUAGE- English; French
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Audiovisual Aids; Developing Nations; Disarmament; Economic Development; Educational Development; Elementary Secondary Education; *Global Approach; Hunger; *Instructional Materials; *Multimedia Instruction; Peace; *Resource Units; *World Problems
This publication provides a directory of useful resources for educators on specific topics and countries pertaining to development issues. It includes publications, slide-shows, kits, games, descriptions of each resource, photographs, and small maps of 22 countries. The materials are presented in French and English and are organized into four sections on (1) regions, (2) subjects, (3) sources, and (4) resource centers. The subjects include food, apartheid, development, education, disarmament, human rights, environment, hunger, geography, health, militarism, multinationalism, peace, and technology. Ordering information is provided. Maps and pictures are included. (NL)

ED 291 645 SO 018 810

Ediger, Marlow
Geography in the Social Studies.
PUB DATE- 28 Jan 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *Geography; *Geography Instruction; Instructional Effectiveness; *Social Studies; Teaching Methods

A discussion of geography's place in the curriculum and suggested methods for teaching geography are presented in this paper. Geography may be included in the curriculum in a variety of ways, such as infusing it throughout the curriculum or designing an integrated curriculum with geography as the core. Principles of learning derived from educational psychology should form the basis for teaching geography. The geography curriculum must stress: (1) interesting experiences for students; (2) meaningful learning opportunities; (3) purposeful lessons and units; (4) provision for individual differences in the classroom; (5) balance among diverse objectives; and (6) appropriate sequencing of activities. The study of different philosophies of education will help teachers attain clarity of ideas pertaining to each philosophical school of thought. A carefully selected philosophy of education may provide a basis for rational decision-making in terms of objectives, learning activities, and appraisal procedures. Microcomputer use and the variety of available software add other dimensions that provide for individual differences among students. (SM)

ED 291 646 SO 018 811

Byerly, Edwin
State Population and Household Estimates, with Age, Sex and Components of Change: 1981-86.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Sep 87
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- *Census Figures; Geographic Distribution; Population Distribution; *Population Growth; *Population Trends; Primary Sources; Secondary Education; Social Studies; State Surveys
Since 1981, the preponderance of population growth has been in the South and West, 1986 population estimates show. California, Texas, and Florida accounted for 53 percent of the national population growth from 1980 to 1986, while Florida passed Illinois to become the fifth most populous state in 1986. Declines in energy-related industries, however, slowed growth in the South and West as growth rates fell sharply the last 3 years in Texas, Louisiana, and Utah. The nation's population continues to age, as the median increased from 30.0 years in 1980 to 31.7 years in 1986. Because of changes in the age structure, households have grown faster than the total population during the 1980s. There are more males than females in Alaska, Hawaii, Nevada, North Dakota, and Wyoming. Males under 18 are the majority in all states, but by age 18 to 24, women predominate in about half the states. The data are illustrated in charts and tables. (SM)

ED 291 647 SO 018 825

Holland, Lynn
The Principle of Cognitive Consistency and Central American Policy: A Comparison of the Carter and Reagan Administrations.
PUB DATE- 12 Oct 87
NOTE- 39p.; Paper presented at the Pacific Coast Council on Latin American Studies (Tempe, AZ, October 12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Processes; Foreign Countries; *Foreign Policy; *International Relations; *National Security; Perception; Political Science; World Affairs
IDENTIFIERS- Carter Administration; *Central America; Reagan Administration
The principle of cognitive consistency, formulated by Jack Snyder, explains decision-making under stressful conditions. Snyder contends that decision-making under stressful conditions creates a drive toward cognitive consistency and brings into operation tendencies: (1) toward a perception of certainty about an opponent's intention and the righteousness of one's own position; (2) toward perceiving the principal values in the situation as consistent rather than inconsistent; and (3) toward adopting a strategy of compellance rather than negotiation. A revised model of this principle is used to evaluate foreign policy toward Central America during the Reagan administration and to contrast it with that of the Carter administration. Critical events preceding Reagan's election produced uncertainty in foreign affairs during his administration. Under Reagan, aid to El Salvador and Honduras increased dramatically and three new Central American countries received increased aid. The Carter administration was marked by a more analytical model of decision-making as exemplified by the policy on human rights. A "normalization" of the situation in Central America should bring about the return of analytical decision-making, according to this model. The signing of the Arias Peace Plan and the tentative negotiations which followed suggest that watchful accommodation will replace the current policy of military intervention. Thirty-one footnotes are included and an appendix provides a series of graphs and charts (SM)

ED 291 648 SO 018 826

Hergesheimer, John; And Others
Model Course Outline for the Individual in Political, Economic, and Social Systems.
PUB DATE- Mar 85
NOTE- 21p.; Document includes some broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Civics; Course Descriptions; Course Organization; Curriculum Development; *Economics; Grade 12; *Political Science; Secondary Education; Social Studies; *United States Government (Course)
IDENTIFIERS- California History Social Science Framework (1981)
This guide illustrates a way to organize the 12th grade social studies course according to the "1981 California History/Social Science Framework." The guide is introduced with a listing of the model curriculum standards for teaching United States government, civics, and economics. Also provided are the basic concepts from the History/Social Science Framework which are integrated into each of the six units. The goals which comprise the content of each unit are structured in such a way as to indicate topics of study and suggest possible objectives. Unit 1 presents goals and concept for socialization of the individual in comparative societies. Unit 2 is a study of United States and California government. Units 3, 4, and 5 are comparative in scope, focusing on the individual in political, legal, economic, and social systems of selected countries. Unit 6 focuses on the current interdependence of countries. (SM)

ED 291 649 SO 018 827

International Dimensions of Education. Position Paper and Recommendations for Action, November 1985.
Council of Chief State School Officers, Washington, D.C.
PUB DATE- Nov 85
NOTE- 19p.
AVAILABLE FROM- Council of Chief State School Officers, 400 North Capitol, N.W., Washington, DC 20001.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Board of Education Role; Cross Cultural Studies; Elementary Secondary Education; Federal Government; *Global Approach; *International Education; Local Government; *Second Languages; Social Studies; State Boards of Education; State Departments of Education; Universities

This statement includes the Council of Chief State School Officer's (CCSSO) position on the international dimensions of education and presents a series of proposed action steps. The international dimensions of education are fourfold: (1) the capacity to communicate in languages other than English; (2) understanding of other nations, cultures, and people; (3) the capacity to compare educational systems across national boundaries; and (4) the exchange of educational practices. The recommendations are directed at the CCSSO, federal agencies, state education agencies, local education agencies, and colleges and universities. Among the recommendations are the following: the CCSSO should provide leadership in improving the quality of second language study and the teaching of international education; federal agencies should strengthen the international education capacities in the U.S. Department of Education programs through mission statements addressing cross-national studies; state education agencies should work with state boards of education to establish policy statements improving and expanding the international dimensions of education; local education agencies should support programs designed to strengthen second language study and international education; college and universities should establish second language requirements for admission. (SM)

ED 291 650 SO 018 831

Lam, Tony C. M.; Gamel, Nona N.
Bilingual Education Evaluation System: Abbreviated Recommendations for Meeting Title VII Evaluation Requirements.
RMC Research Corp., Mountain View, Calif.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 87
NOTE- 28p.; Abridged version of the Bilingual Education Evaluation System "Users' Guide."
CONTRACT- 300-85-0140
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs; Bilingual Students; Educational Policy; *Evaluation; Evaluation Criteria
IDENTIFIERS- *Bilingual Education Act 1984; Elementary Secondary Education Act Title VII
This document is designed to be used with the "Users' Guide". It is written for practitioners who are interested in meeting the federal regulations governing the evaluation of Title VII projects but do not have evaluation training. Six types of bilingual projects are required to fulfill the evaluation requirements specified in the June 19, 1986 Bilingual Education Regulations (Sections 500.50, 500.51, 500.52): (1) transitional (basic) projects; (2) developmental (basic) projects; (3) special alternative instructional (basic) projects; (4) academic excellence projects; (5) special population projects; and (6) family English literacy projects. Part 1 of this document is a copy of the June 19, 1987 evaluation regulations. Each requirement is presented again in part 2, followed by recommendations of what Title VII grantees should do to satisfy the regulation. Suggested evaluation activities are briefly described. (SM)

ED 291 651 SO 018 833

Nyquist, Corinne
Human Rights and Citizenship: A Community Resource Manual. Foreign Area Materials Center Occasional Publication 27.
New York State Education Dept., Albany. Center for International Programs and Comparative Studies.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 81
NOTE- 34p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Art Education; Audiovisual Aids; Citizenship Education; Civil Liberties; *Civil Rights; Educational Media; Educational Resources; *Global Approach; Information Sources; Interdisciplinary Approach; International Education; International Law; Secondary Education; Social Studies; Visual Aids; World Problems
IDENTIFIERS- Human Rights Commission
Human Rights Week (December 10-17) has been proclaimed by the U.S. President for a number of years because Bill of Rights Day (December 15) and Human Rights Day (December 10) are observed within a week's period. This comprehensive survey of resources for the study of human rights contains books, films, filmstrips, organizations, and learning activities. Section 1 provides contact groups for obtaining pamphlets and posters for publicizing Human Rights Week. Section 2 presents over 30 non-governmental and governmental U.S.-based organizations that may provide material and publications in the international human rights field. People and groups in the community who may be used as resources are described in section 3. Section 4 describes an exhibit relating human rights and gives instructions for setting up the exhibit. Section 5 outlines learning strategies that may be used in a classroom setting or in a community group. Section 6 is an annotated bibliography of the 10 most wanted books on human rights. Section 7 is a general bibliography including books and periodicals. The document concludes with a media bibliography of films, filmstrips, records, multimedia, and film catalogs to be used in the study of human rights. (SM)

ED 291 652 SO 018 843

Berard, Barbara K.; Huppertz, Nancy
A Model Program for Statewide Title IX Capacity Building.
Northwest Regional Educational Lab., Portland, OR. Center for National Origin, Race and Sex Equity.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 87
NOTE- 171p.
GRANT- G008610633
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Educational Resources; Elementary Secondary Education; *Equal Education; Exhibits; Inservice Teacher Education; Mathematics Education; Science Education; *Sex Fairness; Sex Stereotypes; Social Studies; Training; Visual Aids; Womens Studies
IDENTIFIERS- *Title IX Education Amendments 1972
This manual is intended to increase awareness of Title IX and related equity issues at the local school district level by providing materials and resources to specialists in school districts. The manual: (1) describes a model traveling equity resource display; and (2) provides instructions, agendas, and participant materials for a two-day training workshop. Sample display materials and order lists that describe how to obtain items in the display are provided in section 1. Items for the display may be obtained both free of charge and at cost from various equity organizations. Section 2 includes a description of the two-day training workshop and selected samples of workshop materials. The workshop is designed to train local school district personnel to conduct one to two hour inservice training sessions in their own school districts. The workshop comprises four major topic areas: (1) Title IX; (2) women's history; (3) mathematics; and (4) science and computer equity. The following materials are provided for the four components of the workshop: (1) goal statements and content; (2) trainer instruction sheets for the activities; (3) activities handouts; and (4) agenda for a sample workshop. (SM)

ED 291 653 SO 018 852

Grove, Cornelius Lee
Novus Ordo Seclorum: Or Why Americans Handle Time in Peculiar Ways.
AFS International/Intercultural Programs, Inc., New York, N.Y.
PUB DATE- Jan 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Awareness; Cultural Background; Cultural Influences; *Cultural Traits; *Time; Time Management

"A new order of the ages (is born)," is the meaning of the Latin phrase "novus ordo seclorum" which can be found on the back of a U.S. dollar bill. U.S. citizens are concerned with the passage of time, the near future, acting in a timely manner, and accomplishing tasks efficiently. These traits have become part of the national character. Efficiency is the U.S. cultural value that most explains the characteristic approach to business, allowing a desire for short-term profits to eclipse concern for long-term competitiveness. The reasons for this preoccupation with time and efficiency result from the birth and development of the United States as a nation. When the new world was first colonized, hard work and efficiency were essential for survival. One of the most influential faiths was Calvinism, which held that worldly prosperity was an outward sign of salvation. An influential later period in U.S. history was the time of frontier settlement, during which survival depended on getting necessary tasks done in an efficient and effective manner. Basic cultural values and attitudes change at a glacial pace, and the outlook of many U.S. citizens in the late 1980s continues to be that individual worldly success is morally desirable and there is no reason why a person should not attain it with maximum efficiency. (SM)

ED 291 654 SO 018 856

Dinham, Sarah M.
Dilemmas in Architecture Studio Instruction: Research and Theory about Design Teaching.
PUB DATE- 87
NOTE- 14p.; Paper presented at the Western Regional Meeting of the Association of Collegiate Schools of Architecture (Pomona, CA, October 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Architectural Education; Architectural Research; Behavioral Science Research; *Cognitive Development; Higher Education; *Students; *Teacher Role; *Teaching Methods
Studio teaching takes place in a tradition-rich, complex setting where teachers fill myriad roles with diverse students. In this paper, which was drawn from a larger research program, illustrative findings about three aspects of architecture studio teaching are analyzed from the perspective of the existing literature on teaching and teachers' viewpoints. The three topics examined are: (1) an aspect of students' thinking; (2) teachers' conceptions of their roles; and (3) a typical instructional decision. A studio curriculum that considers the developmental nature of students' thinking needs to be designed. Students' thoughts about alternatives to design problems need to be fostered throughout the program. Teachers' roles are defined by their expectations for students' work and their knowledge of the topic. Teachers are involved in complex thinking and in making decisions as they teach. Skilled teachers are able to effectively draw upon and orchestrate large bodies of knowledge using skills uniquely suitable for the problem at hand. Decisions about instructional methods must rest on teachers' assumptions about the purpose of studio learning and the nature of student thinking processes. The studio teachers' challenges and dilemmas are complex and rich and deserve illumination through research. (SM)

ED 291 655 SO 018 857

Peeters, Yvo J. D.
A Documentation of Ethnic Conflict and Nation Building: Discussion Papers in Geolinguistics, No. 11. Revised Edition.
North Staffordshire Polytechnic (England). Dept. of Geography and Recreation Studies.
PUB DATE- 87
NOTE- 39p.
AVAILABLE FROM- Department of Geography, North Staffordshire Polytechnic, Stoke-on-Trent, ST4 2DF, United Kingdom ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Bibliographies (131)
DESCRIPTORS- Civil Liberties; Civil Rights; *Ethnic Discrimination; *Ethnic Groups; Ethnic Relations; Ethnic Status; Ethnic Studies; Foreign Countries; Foreign Culture; Indigenous Populations; *Information Sources
IDENTIFIERS- Europe
This document presents a bibliography of the literature on ethnic and minority relations problems in Europe. Part 1 consists of a select bibliography which covers the period 1960 to 1985 and primarily contains European and North American materials. These materials (247 books and reports) document the effort of scholars to force the international community to deal with the matter of human rights and minorities. The bibliography includes French, German, and English research materials. The entries are alphabetized by author and include the title, publisher, and date of publication. Part 2 includes periodicals in which scientific contributions are published. Each of the 19 periodical listings includes the name of the periodical, editor, number of times published during the year, and address of the publisher. Part 3 is a listing of international non-governmental organizations concerned with the protection of the rights of ethnic groups. The goals of each of the 23 organizations are stated along with the name and address of the organization. (SM)

ED 291 656 SO 018 858

Golden, Carl; And Others
American History (American Studies) Grade 11: Course of Study and Related Learning Activities. History and Social Science Series.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-00-4081-40; ISBN-88315-337-8
PUB DATE- 86
NOTE- 418p.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston Street, Brooklyn, NY 11201 ($9.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Cultural Awareness; Curriculum Design; Educational Resources; Grade 11; High Schools; Instructional Materials; *Interdisciplinary Approach; Learning Activities; Secondary Education; Social Studies; State Curriculum Guides; Teaching Methods; *Thematic Approach; *United States History
Using a thematic approach to history, this course investigates the changing machinery of government, the population composition of the United States, and the nature and challenges of U.S. foreign policy. The course is centered around four themes: (1) how do we govern ourselves? (2) who are we? (the pluralistic society); (3) how do we live together? (social and cultural development of our nation); and (4) how should the nation act as a world power? Art, literature, and music are used to broaden the students' sensitivities and insights. An interdisciplinary approach incorporates the tools and understandings of the disciplines of sociology, anthropology, psychology, geography, history, economics, and political science. In section 1, each theme is divided into broad problems, and within each problem specific questions are raised. Subject matter content is indicated for each specific question. The learning activities in section 2 are developed around the significant problems of each theme. A variety of teaching methods are used in the activities, such as questions for inquiry, discovery, debates, simulations, case studies, examination of original documents, and individual research. Samples of instructional materials, specific lesson suggestions, suggested readings, and evaluative suggestions are provided. The guide concludes with the K-12 social studies philosophy and the K-12 social studies program scope and sequences. (SM)

ED 291 657 SO 018 860

Berreth, Aniela K.
An Annotated Bibliography concerning the Status of History as a Discipline in the Curriculum of American Public Schools.
PUB DATE- Jun 87
NOTE- 48p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; Discovery Learning; Elementary Secondary Education; *History Instruction; Information Sources; Inquiry; Reference Materials; *Social Studies; *United States History

Over 40 books and articles are annotated in this study which evaluated the position held by the discipline of history in the social studies curriculum of U.S. public schools. It was found that its position has changed over the years. An effort was made to evaluate these changes and to recommend a desired status for the discipline of history in the future. The study first examined the curriculum and methodological changes known as the New Social Studies. The rationale which led to the formation of the New Social Studies was reviewed as were the inherent difficulties of the New Social Studies. The main difficulty lay with the inquiry method of instruction. Historical knowledge garnered by students through this method was too scattered to be of use in making broad generalizations. Recommendations were that history should be the underpinning upon which social studies is built. The many elective courses spawned by the New Social Studies should be integrated into a greater vision of the world. History should be that integrating discipline. (SM)

ED 291 658 SO 018 861

Ohles, John F.
Gerald H. Read and the Development of Post-War International Study Tour and Seminar Programs.
PUB DATE- 87
NOTE- 16p.; Interview with Gerald H. Read. Excerpts were published as "A Conversation with Gerald Read" in the Kappa Delta Pi Record, Winter, 1986.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Comparative Education; Cross Cultural Studies; Development; *Educational History; *International Education; *International Educational Exchange; International Organizations; *Study Abroad; Travel
Gerald H. Read's interest in international education began as a child and was fostered by the artifacts collected by his father in his travels throughout Asia. He organized his first study tour abroad while he was a senior at Kent State University (Ohio) in 1936. In 1955, a group of educators who were interested in tours abroad for the purposes of comparative education asked William W. Brickman and Read to become directors of an informal organization to sponsor trips abroad. The Comparative Education Society was formally established in 1956, and the first tour was taken during that year. About 40 U.S. educators visited six European countries in a comparative education venture. The trip was successful and there was a great demand for more such ventures. The Ford Foundation underwrote a series of seminars in the USSR, the first of which occurred during September, 1958. The "Comparative Education Review" was published in 1957 and helped to establish contacts with educators throughout the world. At the present time there are comparative education societies in Korea, Japan, Canada, England, France, Belgium, Germany, Spain, India, and Australia. To continue the interest in international education, the income from the Gerald H. Read Endowed Chair at Kent State University is used to invite professors from other countries to the campus. This paper is a transcript of a taped interview with Dr. Read. (SM)

ED 291 659 SO 018 862

Astin, Paul
Dictatorships and Repression against the Universities: The Transition to Military Rule in Latin America and the Impact on Enrollments in the Social Sciences.
PUB DATE- Dec 86
NOTE- 25p.; Graduate seminar paper, University of California, Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Freedom; Civil Liberties; Civil Rights; Educational Change; Educational Environment; Foreign Countries; Government School Relationship; Higher Education; *Institutional Autonomy; Role of Education; *Social Science Research; *Social Sciences; Student Rights; *Universities
IDENTIFIERS- Argentina; Brazil; Chile; Militarism; Repression; Uruguay
This paper focuses on the transition to military rule in Brazil (1964), Uruguay (1973), Chile (1973), and Argentina (1976) and examines the argument that the disciplines which lend themselves to analysis of the social order, such as the social sciences and humanities, are most often the target of political repression. Argentina, Uruguay, and Chile all had stable democracies for most of the 20th century, and each suffered an abrupt transition to brutal military rule. Brazil had a shorter tradition of democratic government when it fell to military rule in the 1960s. In each case the transition to military rule was followed by repression against academic freedom, including purging of university faculty and students, closing entire departments and universities, and at times the murder of students and faculty by the military. The social sciences suffer more than other disciplines under repressive regimes because they sensitize students to problems inherent in the existing social order. In order to determine if student enrollment in social sciences decreased under authoritarian regimes, data were analyzed for each of the countries. The results tended to support the contention that the social sciences suffer under dictatorships. (SM)

ED 291 660 SO 018 864

Gregory, Alan
The Media as a Source for School Economics Curriculum.
PUB DATE- 6 Dec 87
NOTE- 43p.; Paper presented at the Conference of the Joint Australian Association for Research in Education and New Zealand Association for Research in Education (Christchurch, New Zealand, December 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Economics; *News Media; News Reporting; Secondary Education; Social Science Research; Social Studies; *Television; Television Research; Television Surveys
IDENTIFIERS- Australia (Melbourne)
This study was carried out to examine the issue of whether discipline-derived economics courses enhance student societal understanding. News and current affairs programs on Melbourne television throughout 1986 were surveyed, and the economic concepts and issues involved were examined. Of the 125 programs that comprised the sample, 90 (72%) were news and 35 (28%) were current affairs. The programs were content analyzed. Findings indicated that: (1) 108 programs had economic items as a major category; (2) these programs comprised 86 news programs and 22 current affairs programs; and (3) a feature of this coverage was that the economic terms and concepts were rarely explained. Sixty senior students participated in a short pilot study to assess their comprehension and understanding of the economics items in the news. The teacher reported that: (1) students were surprised at the extent of the economic items in the news; (2) they realized that their recall of news items was short term; (3) they achieved a low level of understanding; and (4) they felt the items were not explained. (SM)

ED 291 661 SO 018 865

Hill, A. David
Building a Leadership Network: Empowering Teams of Teachers.
PUB DATE- 20 Oct 87
NOTE- 18p.; Paper presented at the Conference for the National Council for Geographic Education (Springfield, MO, October 20, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Faculty Development; *Geography; *Geography Instruction; Improvement Programs; Inservice Teacher Education; Staff Development; Teacher Workshops

This paper describes an inservice training project in Colorado funded by the National Science Foundation (NSF). The goal of the project is to create a self-sustaining and expanding network of trained leaders in geographic education. The project addresses: (1) the need to improve and expand the geographic literacy of U.S. citizens; (2) the "Guidelines for Geographic Education: Elementary and Secondary Schools (1984);" and (3) the initiation of local and regional activities in improving geographic education. The project is organized around these key principles: (1) staffing comprised of professional geographers and professional educators; (2) building on previous projects; (3) training leadership teams; (4) focusing training on the production of useful educational products; and (5) creating mechanisms that sustain and expand the teacher development process. During summer workshops, participants receive two weeks of intensive training, of which approximately two-thirds of the time is devoted to teaching geographic disciplinary trends, frameworks, concepts, themes, and skills and to their application in teaching and curriculum design. Continuous support is provided throughout the academic year through workshops. Academic credit at the graduate level during the project's summer phase is made available through the Geography Department of the University of Colorado, Boulder. (SM)

ED 291 662 SO 018 867

Your Official U.S. Constitution Sign-On Information and Documents.
National Conference of Christians and Jews, New York, N.Y.
PUB DATE- 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Civil Rights; *Constitutional Law; Curriculum Enrichment; Elementary Secondary Education; Freedom of Speech; Learning Activities; Learning Modules; *Social Studies; Student Rights; *United States Government (Course); *United States History
IDENTIFIERS- Bicentennial; *United States Constitution

These learning materials are centered around the idea that each individual should "sign" the U.S. Constitution. A facsimile of the U.S. Constitution is included in each learning packet for students to sign. Section 1 contains five teaching modules on the constitutional process that can be used with any subject. The first two modules, "Students Have the Right To Vote" and "Should There be a Dress Code," are appropriate for use in kindergarten through grade six. First Amendment rights and an elementary school dress code are analyzed in module 2 through a case study. Modules 3 through 5 are appropriate for junior and senior high level. Freedom of expression and student newspapers are examined using a case study. The legal brief method is used to analyze the dilemma posed in a case study involving the cancellation of the senior prom due to an unauthorized senior cut day. A resource document on student rights and responsibilities is included to aid in implementing this lesson. Module 5 examines the constitutional issues involved in the sale and distribution of obscene materials as citizen groups petition against such sales. Section 2 contains instructional activities on constitutional issues that can be adapted to different grade levels. Section 3 discusses the difference between constitutional and statute law. Concluding activities present ideas to encourage students to sign the U.S. Constitution. (SM)

ED 291 663 SO 018 869

Frymon, James F.
Community Mapping: Developing A Geographic Perspective.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Census Figures; Community; Community Characteristics; Geographic Distribution; *Geography; *Geography Instruction; Human Geography; Maps; Map Skills; Social Studies; Statistical Data; Teaching Methods
IDENTIFIERS- *Choropleth Maps; *Scattergrams
Choropleth maps and scattergrams (scatter diagrams) provide a way for teachers to use available statistics from census tracts to map area differences among neighborhoods. This document describes and illustrates a method of constructing and comparing choropleth maps for selected Iowa communities. The use and construction of scatter diagrams as a supplement to map comparison is also discussed. The choropleth map uses different shaded area symbols (normally ranging from black to light grey) to show distributional patterns. Selected colors should be within the same family, such as brown, red, orange, and yellow. Steps in constructing the map are to: (1) determine the area unit to be used; (2) select the statistics to be mapped; (3) select an appropriate categorization method such as quantile method or equal interval method; (4) group the statistics into four or five classes; and (5) use the darkest symbols for areas with greater magnitude. A method of visually showing the relationship between two variables for a selected number of observations is the scattergram which also can be easily constructed. The document concludes with a listing of statistical sources for mapping local areas. (SM)

ED 291 664 SO 018 885

Sunal, Cynthia Szymanski; Farouk, Mohammed Kabiru
Resource Guide of African Study Materials for Use by Adult Populations.
Humanities Foundation of West Virginia, Institute.
PUB DATE- 87
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *African Culture; *African History; *African Literature; Foreign Countries; Information Sources; Reference Materials; *Secondary Education; Social Studies
IDENTIFIERS- *Africa
This resource guide of 40 items presents materials for studying various aspects of African life, culture, and history. The materials selected for the guide range from records and filmstrips to books and can be used by community groups as well as students. The guide is organized into 7 sections that include music, art and architecture, theater, cooking, literature, religion, history, contemporary Africa, and resources. The format for each item includes: (1) title; (2) source address; (3) cost; (4) target groups; (5) potential uses; (6) goals of the material; (7) specific objectives of the material; (8) general description; and (9) evaluation of the materials. (SM)

ED 291 665 SO 018 888

Merryfield, Merry M.
The African Social Studies Programme: An Effort to Improve Curriculum and Instruction across 17 African Nations. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-88-1
PUB DATE- Jan 88
NOTE- 4p.
CONTRACT- RI880-62-009
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Curriculum Development; Curriculum Enrichment; *Developing Nations; Foreign Countries; International Cooperation; *International Educational Exchange; International Relations; *Social Studies
IDENTIFIERS- *Africa; *African Social Studies Program; ERIC Digests
This ERIC digest examines: (1) the origins and goals of the African Social Studies Programme (ASSP); (2) ASSP's organization and operation; and (3) ASSP's major achievements and current challenges. The ASSP is a non-political, non-profit intergovernmental organization of 17 African nations that stimulates, promotes, and monitors innovative curriculum. The ASSP evolved from two major meetings (Queen's College Oxford, England, September, 1967 and Mombasa, Kenya, August, 1968) of concerned African educators and representatives from the United States and English development agencies. The organizational structure of ASSP is a coordinating committee composed of one government-appointed representative from each member country and a six-member executive committee which works with the executive director. This committee is chosen by the coordinating committee to make decisions on its behalf. The major accomplishments of the ASSP center on its role in supporting national efforts within member nations to introduce, develop, and expand social studies education. Challenges for the ASSP are working within the constraints of scarce resources and overcoming the innate sensitivity of the social studies subject matter in developing nations. (SM)

ED 291 666 SO 018 889

Nugent, Helen Jean M.
Teaching about Canada: ERIC Digest No. 44.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 87
NOTE- 4p.
CONTRACT- 400-86-0020
AVAILABLE FROM- Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Area Studies; *Curriculum Development; Curriculum Enrichment; Elementary Secondary Education; Foreign Countries; *Social Studies; *Teaching Methods
IDENTIFIERS- *Canada; ERIC Digests
This ERIC Digest considers: (1) why U.S. students should learn about Canada; (2) where course content on Canada belongs in the curriculum; and (3) useful strategies and resources to improve the teaching of Canadian studies. The United States and Canada share the world's largest undefended border, and the United States trades more with Canada than with any other country. In 1984, the United States accounted for 71.5 percent of Canadian imports. During the 19th and 20th centuries, Canada and the United States have been military and diplomatic partners in supporting stable and free governments throughout the world. Both Canada and the United States have cultural links to Western Europe and the British Isles and both countries have a common commitment to the core values of democracy. Teaching about Canada can be incorporated into existing social studies courses at all levels. University level courses should include sufficient Canadian content to provide future teachers with adequate knowledge to teach about Canada. Separate interdisciplinary Canadian studies courses could include Canadian literature, art, and culture. Strategies for teaching about Canada include: (1) emphasizing comparative analysis; (2) requiring students to examine issues from the Canadian perspective; and (3) using a variety of resources. A list of references and ERIC resources are provided. (SM)

ED 291 667 SO 019 000

Glade, Mary Elizabeth, Ed.
Review of Resources: Teaching Law and the Constitution.
Social Science Education Consortium, Inc., Boulder, Colo.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89994-320-9
PUB DATE- 87
NOTE- 149p.
GRANT- G008610545
AVAILABLE FROM- Social Science Education Consortium, 855 Broadway, Boulder, CO 80302.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Audiovisual Aids; *Constitutional History; Constitutional Law; Educational Resources; Elementary Secondary Education; Films; *Information Sources; *Instructional Material Evaluation; *Instructional Materials; *Law Related Education; Primary Sources; Social Studies
IDENTIFIERS- *United States Constitution

This guide provides analyses of curriculum materials that have been designed for teaching about the U.S. Constitution and law-related education. The guide begins with an editor's introduction and two essays, "Constitution Study and Civic Education" (James B. Giese) and "Thinking about Law-Related Education during the Bicentennial" (Barbara Miller). The resource reviews are presented in three sections. Forty-three reviews of print-based materials for elementary (K-6) Constitution and law-related education are provided in section 1. The second section contains 86 print-based materials for secondary (7-12) classrooms. Simulations, games, filmstrips, cassettes, videotapes, software, and audiocassettes are reviewed in the third section. Each review includes: (1) author, publisher, cost, subject area, and intended users; (2) content description; (3) primary teaching procedures; and (4) critical evaluation of the materials. Following the reviews are annotated lists of 64 additional materials; they include: (1) an annotated bibliography of children's literature that can be used to teach law; (2) a list of constitution-related literature; (3) a list of constitution-related bibliographies and catalogs; and (4) a list of films with constitutional content. Four indexes and a complete list of publishers' addresses is provided at the end of the book. (SM)

ED 291 668 SO 019 001

Johnson, Jacquelyn; Parisi, Lynn S.
Japan in the Classroom: Elementary and Secondary Activities.
Social Science Education Consortium, Inc., Boulder, Colo.
REPORT NO.- ISBN-0-89994-318-7
PUB DATE- 87
NOTE- 160p.
AVAILABLE FROM- Social Science Education Consortium, 855 Broadway, Boulder, CO 80302.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; Class Activities; *Cross Cultural Studies; *Cultural Awareness; Cultural Influences; *Culture; Curriculum Enrichment; Curriculum Guides; Elementary Secondary Education; Foreign Countries; History; Humanities; Instructional Materials; *Japanese; Learning Activities; Social Studies
IDENTIFIERS- *Japan
The activities in this book focus on teaching about Japan within the context of larger social science units. Several of the lessons can be taught within the context of the humanities and fine arts. The book's 18 classroom activities are organized into three sections. Section 1, "Society and Culture," contains four activities in which students examine (1) national self-perceptions and images through U.S. and Japanese symbols; (2) Japanese and U.S. cross-cultural communication; (3) Japanese history; and (4) the impact of geography and culture on food and eating habits in Japan. Section 2 contains a variety of activities on Japanese language and literature focusing on the Japanese writing system; number system; proverbs; poetry; and children's literature. The final section, "International Relations," contains eight activities emphasizing Japanese population, industralization, and U.S.-Japan economic and political relations. The economic and cultural connections between the U.S. students' own states and communities and Japan is highlighted in this section. Each activity includes a brief introduction, objectives, time schedule, step-by-step procedures for implementation, teacher background information, and student handouts. The book concludes with a list of resources. (SM)

ED 291 669 SO 019 013

Blaga, Jeffrey J.; And Others
GROW: Grade 3. Geographic Review of Our World: A Daily Five-Minute Geography Program for Grades 3-11.
PUB DATE- 87
NOTE- 43p.; For other manuals in this series, see SO 019 014-15.
AVAILABLE FROM- GROW Publications, 222 Wolff Street, Racine, WI 53402 ($7.50, plus shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Geographic Concepts; Geographic Location; *Geography; *Geography Instruction; Grade 3; Instructional Materials; *Map Skills; Primary Education; Questioning Techniques; *Social Studies; Teaching Methods
This program presents a method for improving geographic literacy in a logical and meaningful way and for inclusion of geography in every social studies class. The third grade program utilizes six questions per week over a period of 32 weeks and is designed to be used during the first five minutes of each social studies class. The program focuses on developing students' ability to locate different geographic features. A chalkboard and an atlas are the only items needs to implement the program. Questions in the program have been sequentially placed to ensure exposure to and repetition of geographic skill areas. Placement of a question within the sequence was based on recommendations made in publications of the National Council for the Social Studies. Major social studies textbook series were reviewed for question appropriateness. Over 50 geographic concepts are developed throughout the program. The book concludes with a glossary of geographic terms. (SM)

ED 291 670 SO 019 014

Blaga, Jeffrey J.; And Others
GROW: Grade 6. Geographic Review of Our World: A Daily Five-Minute Geography Program for Grades 3-11.
PUB DATE- 87
NOTE- 47p.; For other manuals in this series, see SO 019 013-15.
AVAILABLE FROM- GROW Publications, 222 Wolff Street, Racine, WI 53402 ($7.95, plus shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Geographic Concepts; *Geographic Location; *Geography; *Geography Instruction; Grade 6; Instructional Materials; Intermediate Grades; Map Skills; Questioning Techniques; *Social Studies; Teaching Methods
This program provides a way to enhance student understanding of social studies subjects by increasing their basic knowledge of geographic information. It enables teachers to make geography a part of every social studies class and is designed to be used during the first five minutes of each class period. An important aspect of the program is to develop students' ability to locate geographic features. A chalkboard and an atlas are the only items needed to implement the program. Sequential placement of questions in the program ensures exposure to and repetition of geographic skill areas. After a concept has been introduced at a certain grade level, each succeeding level will include a pre-determined number of questions to reinforce the concept. Placement of the question within the sequence was based on recommendations made in publications of the National Council for the Social Studies. Major social studies series were reviewed for question appropriateness. Over 50 geographic concepts are developed throughout the program. The book is divided into 36 weekly lessons, utilizing two questions per day for four days a week. The format for each day includes the concept introduced, the questions, and the answers. The book concludes with a glossary of geographic terms. (SM)

ED 291 671 SO 019 015

Blaga, Jeffrey J.; And Others
GROW: Grade 10. Geographic Review of Our World: A Daily Five-Minute Geography Program for Grades 3-11.
PUB DATE- 87
NOTE- 45p.; For other manuals in this series, see SO 019 013-14.
AVAILABLE FROM- GROW Publications, 222 Wolff Street, Racine, WI 53402 ($7.95, plus shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Geographic Concepts; *Geographic Location; *Geography; Geography Instruction; Grade 10; High Schools; Instructional Materials; Map Skills; Questioning Techniques; Social Studies; Teaching Methods
Student understanding of geographic aspects of the world will be enhanced by utilizing these questions during the first five minutes of each social studies class. One goal of the program is to improve students' ability to locate geographic features, such as landforms and water bodies, natural and political boundaries, and capitals. This method also allows teachers to infuse geographic concepts throughout the social studies program. There are nearly 300 questions, allowing use of two per day for four days of the week over a period of 36 weeks. Items needed to implement the program are a chalkboard and an atlas. Questions in the program have been placed sequentially to ensure exposure to and repetition of geographic skill areas. The daily questions vary according to type, difficulty, and content. Once a concept has been introduced at a certain grade level, each succeeding level will include a pre-determined number of questions to reinforce the concept. Over 50 geographic concepts are developed throughout the program. The format for each day includes the concept introduced, the questions, and the answers. (SM)

ED 291 672 SO 019 035

Bennett, Sondra; Stephens, Mark
Colonial America: A Course of Study.
PUB DATE- Jul 87
NOTE- 37p.
AVAILABLE FROM- Sondra Bennett or Mark W. Stephens, Germantown Academy, Morris Road, Fort Washington, PA 19034.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Colonial History (United States); Curriculum Enrichment; Elementary Education; Instructional Materials; *Social Studies; *United States History; Units of Study
This illustrated unit of study can be incorporated into regular social studies courses in elementary classrooms. The unit focuses on life in the 13 original colonies from the settlement period to the Revolutionary War. Activities are provided to help students learn the names and locations of the colonies. A highlight of the unit is a study of the French-Indian War. The Boston Massacre, the passage of the Townshend Acts, and other events leading to the Revolutionary War are explained. The meeting of the Continental Congress and the signing of the Declaration of Independence are discussed. Activities designed to engage students in the learning process include research and learning to make journal entries. The culminating activity includes formulating plans for a new nation. The unit concludes with enrichment activities, word puzzles, and discussion questions. (SM)

ED 291 673 SP 028 164

Varnes, Jill W.; Chen, W. William
A Registration/Certification Process for Health Educators in the State of Florida.
PUB DATE- 83
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Allied Health Personnel; *Certification; *Health Education; Professional Continuing Education; *Program Design; *Program Development; Quality Control; Standards
IDENTIFIERS- *Florida; *Health Educators
The Florida Association of Professional Health Educators (FAPHE) has been instrumental in developing a voluntary registration/certification process to upgrade professional standards, identify health educators, and establish a network for the purpose of continuing education. Eight basic steps have been identified as necessary for the development of the plan: (1) establish a registration/certification committee within FAPHE; (2) determine the levels of certification needed; (3) determine the initial registration/certification requirements, including determination of criteria and time frame for "grandfathering in"; (4) determine the immediate and long-term goals for the plan; (5) develop a series of steps related to increasing requirements for registration/certification to be implemented over a period of years; (6) develop an examination procedure necessary for the plan; (7) develop the record keeping procedure and fee structure which will keep the plan financially self-supporting; and (8) implement the plan. A description is given of how each of these steps has been addressed, and the impact the project has had upon the FAPHE since its inception. (JD)

ED 291 674 SP 029 514

Rudner, Lawrence M.
Testing To Improve the Quality of Our School Teachers.
National Governors' Association, Washington, DC. Center for Policy Research and Analysis.
PUB DATE- 1 Sep 87
NOTE- 13p.
AVAILABLE FROM- National Governors' Association, Hall of the States, Suite 250, 444 North Capitol St., Washington, DC 20001 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *Evaluation Methods; Higher Education; Program Implementation; *State Programs; State Surveys; *Testing Programs
IDENTIFIERS- *Teacher Testing
This newsletter issue focuses on the subject of mandatory testing of prospective teachers prior to certification. The following questions are discussed: (1) What are the major types of teacher tests? (2) How prevalent are teacher tests? (3) What are the major teacher tests? (4) What problems do teacher testing programs address? (5) What are the potential drawbacks? (6) What are some of the arguments against teacher tests? (7) What legal precedents have been established? (8) What is involved in implementing a teacher testing program? (9) How is teacher testing viewed by various organizations and groups? and (10) Where is teacher testing headed in the near future? A summary of the states requiring testing is presented in a table. (JD)

ED 291 675 SP 029 672

Hymel, Glenn M.
The Misrepresentation of Thomistic Philosophy: A Rebuttal to Morris and Pai's "Philosophy and the American School."
PUB DATE- Nov 86
NOTE- 26p.; Revised version of a Paper presented at the Annual Meeting of the Louisiana Philosophy of Education Society (Shreveport, LA, November 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; *Educational Theories; *Epistemology; *Ethics; *Intellectual Development; Metacognition; *Moral Values
IDENTIFIERS- *Thomism
The central thesis of this paper is that the philosophical systems survey provided by Morris and Pai (1976) in their text entitled "Philosophy and the American School" misrepresents the school of Thomism on several significant points. Though the authors' treatment of Thomistic metaphysics is judged to be adequate, their presentation of Thomistic epistemology and axiology--with corresponding extrapolations in the areas of educational theory and practice--is grossly inadequate on a multitude of issues. This paper identifies a total of six misrepresentations of Thomism by Morris and Pai that span diverse topics and attempts to rebut each misrepresentation in a fashion that renders a fair and accurate account of Thomistic philosophy and its correlative educational theory of Perennialism. (Author)

ED 291 676 SP 029 697

Sims, Antonia Lopez; Empey, Donald W.
Implementing a Staff Development Program Based on Research Findings--The Glendale Model.
PUB DATE- Nov 87
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (San Diego, CA, November 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Responsibility; Elementary Secondary Education; Inservice Teacher Education; *Instructional Improvement; Principals; Program Development; *Program Implementation; *Research Utilization; *Staff Development; Supervisory Training
IDENTIFIERS- California (Glendale)
A description is given of the activities that occurred during the initial three years of planning and implementing a staff development program aimed at effective teaching and supervision in the Glendale, California, Unified School District. The report focuses on the third component of a five-year master plan, the planning and implementation of a staff development plan to assist teachers in refining instructional skills and to help school administrators in their role as instructional supervisors. The activities described are grouped into four key areas: (1) planning; (2) training; (3) follow-up; and (4) principal support. Each of these key areas represents an essential component of successful staff development practices substantiated by research. Twenty-one references are included. (JD)

ED 291 677 SP 029 731

Watt, David M.
Selected Military Attitudes toward a Career in Teaching: A Potential Source of Teacher Candidates.
PUB DATE- Nov 87
NOTE- 22p.; Paper presented at the Annual Meeting Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; *Career Choice; Higher Education; *Military Personnel; *Teacher Recruitment; Teacher Shortage; *Teaching (Occupation)
A recent study measured the attitudes toward teaching as a career among selected United States military personnel. The study dealt with persons leaving two branches of the armed service, the Army and the Navy, based on the assumption that they represented the bulk of the persons on active duty who comprise a potential source of teacher candidates. An attitudinal survey was distributed at two military installations to persons in their last week of active service. A group of veterans already attending college was drawn from a major university and included. A total of 171 participants were represented in the study. The results indicated a highly positive attitude toward teaching as a career on the part of military personnel. It is suggested that these positive attitudes toward a career in teaching were of sufficient strength to indicate that recruiting veterans for teacher preparation programs would be successful. The survey instrument is appended. (JD)

ED 291 678 SP 029 749

Tutko, Thomas
Parent's Guide to Girls' Sports.
Women's Sports Foundation.

PUB DATE- 87
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Athletic Coaches; *Children; Developmental Stages; Elementary Secondary Education; *Family Involvement; *Parent Child Relationship; Physical Fitness; Psychological Needs; *Role Models; *Womens Athletics

This pamphlet provides guidelines for parents in encouraging their daughters to participate in and enjoy athletic activities. Brief discussions are presented on: (1) the value of sport; (2) girls' needs at different age levels; (3) guidelines for supportive behavior; (4) special needs of the female athlete; (5) parent/child/coach relationship; (6) volunteering; (7) do's and don'ts for teaching and coaching your own child; and (8) sport in the family. A young athlete's bill of rights is included. (JD)

ED 291 679 SP 029 775

Fuel for Excellence. FRAC's Guide to School Breakfast Expansion.
Food Research and Action Center, Washington, D.C.
PUB DATE- Oct 87
NOTE- 98p.
AVAILABLE FROM- Food Research and Action Center, 1319 F St. NW #500, Washington, DC 20004 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Breakfast Programs; *Community Action; Elementary Secondary Education; *Government Role; *Health Needs; *Nutrition; State Legislation; Trend Analysis

This guide lays out the issues, objections, responses, and strategies involved with expanding the School Breakfast Program in a state or a school district. The guide describes in lay terms the particulars of the School Breakfast Program, and outlines successful state and local campaign strategies. It contains the following chapters: (1) The School Breakfast Program; (2) Reasons to Start a School Breakfast Program; (3) Trends in Participation; (4) Overcoming the Barriers to Participation; (5) How to Organize a School Breakfast Campaign; and (6) Successful Campaign Strategies. Eight appendices contain samples of School Breakfast Program application forms, surveys, letters to parents and students, by-laws for a School Breakfast Campaign Committee, press releases, fact sheets, flyers, and agendas. (JD)

ED 291 680 SP 029 779

Sammons, Vivian O., Comp.
Osteoporosis. LC Science Tracer Bullet. TB 87-7.
Library of Congress, Washington, D.C.
PUB DATE- Sep 87
NOTE- 7p.
AVAILABLE FROM- Science Reference Section, Science and Technology Division, Library of Congress, 10 First Street S.E., Washington, DC 20540.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Resources; *Health Materials; *Library Materials; Medical Research; *Publications; *Special Health Problems
IDENTIFIERS- *Osteoporosis

This bulletin furnishes a listing of educational resources on the subject of osteroporosis that are available in the reference collection, Science Reading Room of the Library of Congress, Washington, D.C. The following sources are cited: (1) magaine introductions; (2) subject headings used by the Library; (3) basic texts; (4) additional titles; (5) bibliographies; (5) conferences; (6) government publications; (7) journal articles; (8) selected journal articles; (9) selected materials available in the Science Reading Room; and (10) additional sources of information other than the Library. (JD)

ED 291 681 SP 029 789

Henry, Marvin A.
Project CREDIT. Certification Renewal Experiences Designed To Improve Teaching. A Cooperative Multiple-Support Progam for First-Year Teachers between Indiana State University and Ten Public School Districts.
Indiana State Univ., Terre Haute. Dept. of Secondary Education.
PUB DATE- Feb 88
NOTE- 19p.; Finalist for the Distinguished Program in Teacher Education Award, Association of Teacher Educators, February 1988.
AVAILABLE FROM- Indiana State University, Department of Secondary Education, Terre Haute, IN 47809 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; *College School Cooperation; Elementary Secondary Education; Helping Relationship; Higher Education; Master Teachers; *Mentors; Program Development; Teacher Improvement; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; Indiana; Project CREDIT
Project CREDIT (Certification Renewal Experiences Designed to Improve Teaching) is a cooperative program between Indiana State University and 10 school districts in west-central Indiana. The program was initiated to assist first-year teachers with the objectives of reducing teacher dropout and improving the quality of teaching. Twenty first-year teachers were participants in the program, which was funded by Indiana's Teacher Quality Act. The program strategy was to use a multiple-support system for first-year teachers. Each intern was assigned to an experienced teacher in the building who provided assistance and supervision. University supervisors made monthly visits and coordinated inservice activities. Peer support was provided through monthly seminars and a newsletter. The program showed evidence of improved teaching performance and reduced teacher dropout. All 20 first-year teachers elected to remain in teaching. According to national statistics, 13 percent leave after the first year of teaching. Interns showed significantly better performance in 40 teaching skills when compared to a group of first-year teachers who did not have support. Several features of the program have been incorporated into the "A+" education act by the 1987 legislature. All future teachers in Indiana will have the benefit of a mentor and many will also have the support of university personnel and peers. (JD)

ED 291 682 SP 029 794

Thomas, Gerald W.; Ferguson, Donald G.
In Celebration of the Teacher. NMSU Centennial Publication Number 1.
New Mexico State Univ., Las Cruces.
PUB DATE- 87
NOTE- 210p.
AVAILABLE FROM- New Mexico State University Foundation, P.O. Box 3590, Las Cruces, NM 88003-3590 ($13.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Outcomes of Education; *Role Models; Teacher Attitudes; *Teacher Characteristics; *Teacher Effectiveness; *Teacher Student Relationship; Teaching Skills
Part I of this book contains invited essays on the subject of teaching by six professional educators who are regarded as experts in their fields. The papers are: (1) "In Praise of Teachers" (Mark Medoff); (2) "What Makes a Good Teacher" (Donald C. Roush); (3) "A Distant Teacher" (David L. Colton); (4) "Characteristics of Good Teachers" (Barbara J. Simmons); (5) "Teachers Make the Difference" (Dewayne A. Matthews); (6) "On the Subject of Teaching" (Alan D. Morgan). The second part is made up of 137 testimonials from a variety of responsible people who were asked to comment on teachers in elementary, secondary, and/or higher education who made a difference in their lives. Part III contains observations on the patterns that emerge from the testimonials published in Part II. Findings are related to research results from a study based on the approach of asking excellent teachers about themselves and their practice. A brief summary of data with observations concludes this section of the book. An Epilogue follows containing the authors' tributes to teachers who they feel made a difference in their lives. (JD)

ED 291 683 SP 029 825

State Efforts in Substance Abuse Education. OERI Bulletin.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 19p.; For related document, see SP 029 973.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Drug Abuse; *Drug Education; Elementary Secondary Education; School Districts; *State Action; *State Departments of Education; *State School District Relationship

The survey discussed in this report was sent to State education agencies (SEA) and focuses primarily on their activities in providing both assistance and direction to local school districts concerning substance abuse education. Tables provide statistical information on: (1) existence of state requirements on substance abuse education, minimum curriculum standards, and teacher certification; (2) percent of states with various substance abuse education requirements, and source of requirement; (3) percent of states with a substance abuse education requirement that specify where substance abuse education should fit in the curriculum; (4) percent of states providing various forms of assistance regarding substance abuse education; (5) total, mean number of staff per million students, and mean number of staff per state with full-time or part-time responsibilities concerning substance abuse education; (6) mean expenditures per state and per student by state education agencies for substance abuse education; (7) percent of state education agencies reporting various degrees of coordination with state agencies and private groups; (8) collection of information by state education agencies on the extent of substance abuse among students; and (9) perceptions of SEA officials regarding changes in the last two years in the rate of student substance abuse. A sample copy of the survey instrument is included. (JD)

ED 291 684 SP 029 830

How Do We Know What Teachers Know?
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- Academic Standards; Elementary Secondary Education; *Evaluation Methods; Measures (Individuals); *Standardized Tests; *State Standards; Teacher Certification; Teacher Evaluation; Test Construction; *Testing Programs

The three articles in this newsletter focus on questions of what teacher knowledge consists of and how it can be measured. Three contemporary efforts to assess teacher knowledge, each with a different purpose, are presented. The first, based on a report of the Office of Educational Research and Improvement, summarizes state assessment efforts and issues raised by such efforts. The second article describes Michigan State University's National Center for Research on Teacher Education's approach to instrument development, detailing how the organization conceptualized what teachers need to care about, know, and be able to do to teach mathematics and writing effectively, and how the development of instruments to assess teachers' learning is approached. The question of what it means to be prepared to teach an academic subject is also addressed. The final article offers an interview with Lee Shulman of Stanford University (California) who describes his ongoing work with the Carnegie Forum on Education and the Economy, which is developing assessment prototypes for a national board examination of teachers. (JD)

ED 291 685 SP 029 852

Malone, Marguerite G.
Preparing Non-School Educators: An Innovative College of Education's Experience.
PUB DATE- 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; *Education Majors; Higher Education; *Nontraditional Education; *Program Design; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- Memphis State University TN
A description is given of the major in Educational Services at Memphis State University (Tennessee) that is an interdisciplinary program designed to prepare undergraduate students to function as educators in non-school settings. The program includes: (1) general education, (2) professional education, configured in a tri-level core of courses; (3) supportive collateral studies that are interdisciplinary and individually designed; and (4) appropriate selectives. It also includes a major advisor and an individual program planning committee. Additionally, field experiences, a comprehensive internship, and continuing involvement and collaboration with local training organizations form an intergral part of the program. (JD)

ED 291 686 SP 029 855

Burton, Mary Alice Blanford
School Discipline: Have We Lost Our Sense of Purpose in Our Search for a Good Method?
PUB DATE- 18 Feb 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Standards; Change Agents; *Classroom Techniques; Corporal Punishment; *Discipline Policy; Economic Factors; *Educational Objectives; Elementary Secondary Education; *Social History
The general economic and psychological evolution in America from a producer society to a consumer society has resulted in a conflict of purposes for American educators regarding school discipline. Consequently, contemporary American educators, unlike their forerunners, have ignored the long term social goals of classroom discipline. They have, instead, only been concerned with finding effective methods of immediate control in the schoolhouse. This paper explores this thesis and presents: (1) a general review of the history of school discipline; (2) a review of the professional journal articles on school discipline from 1940 to 1980; and (3) an analysis of social, political, and economic changes in American history. (JD)

ED 291 687 SP 029 860

Packard, Richard D.
Research Questions for the Development of Components of an Emerging Career Ladder Program Model.
Northern Arizona Univ., Flagstaff. Center for Excellence in Education.
PUB DATE- 8 Jan 88
NOTE- 7p.; For related documents, see SP 029 861-863. Document presented to the Career Ladder Pilot Network Mesa Public Schools Administration Center (Mesa, AZ, January 8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Ladders; Change Strategies; Elementary Secondary Education; Pilot Projects; Program Costs; *Program Development; *Program Evaluation; *Research and Development; *Research Design; *Self Evaluation (Groups); Teacher Attitudes; Teacher Evaluation
The Northern Arizona University Career Ladder Research and Evaluation Project for teachers implements a procedure for rewarding teachers based on performance levels rather than on years of teaching experience and college credits. Research data is collected each spring, analyzed and fed back to the districts for improvement of key program components. This document presents a "working list" of representative areas of the pilot-test program. Questions are listed under the following areas: (1) research and evaluation; (2) organizational climate; (3) teacher variables; (4) program funding; and (5) attitudes toward change. A list is also provided of review questions regarding career ladder program evaluation which includes questions on: (1) legislative and policy issues; (2) test of assumptions about career ladder programs; (3) analysis of development and change factors; (4) study of career ladder designs; and (5) administration and finance. (JD)

ED 291 688 SP 029 861

Packard, Richard D.; And Others
Descriptive & Analytical Results for the 1986-87 Career Ladder Data Cycles.
Northern Arizona Univ., Flagstaff. Center for Excellence in Education.
PUB DATE- 10 Nov 87
NOTE- 58p.; For related documents, see SP 029 860-863. Research data presented to the Joint Legislative Committee on Career Ladder Programs (Arizona State Capitol, House Wing, November 10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Ladders; Demography; Demonstration Programs; Elementary Secondary Education; *Pilot Projects; *Program Attitudes; Program Effectiveness; *Program Evaluation; *Program Implementation; Teacher Attitudes

Northern Arizona University's Arizona Career Ladder Research & Evaluation Project for teachers implements a procedure for rewarding teachers based on performance levels rather than on years of teaching experience and college credits. Research data is collected each spring, analyzed and fed back to the districts for improvement of key program components. This document is a data report representing descriptive and analytical results from a questionnaire administered to ten Phase I and Phase II pilot test districts. Data are presented in the following tables: (1) data return rate by districts and year; (2) demographics for the 1987 data cycle; (3) frequencies and percentages of selected demographics for 1986 and 1987; (4) frequencies and percentages stratified on teacher career ladder participation and years of teaching experience; (5) means and change scores in perceptions of career ladder concepts; (6) composite mean perceptions for career ladder subscales by districts; (7,8,9,10 and 11) response profile of percentage agreement with specific career ladder concepts based on comparisons among selected demographics; (12) organizational climate subscales stratified within selected demographic characteristics; and (13) educator perceptions of organizational climate items by percentage agreement/disagreement and total mean scores for 1986, 1987 data cycles. A brief evaluation summary and implications is presented for each table. Also included is the Executive Summary presented to the Arizona Joint Legislative Committee on Career Ladders. Thirteen data tables, a letter to professional educators, demographic information sheet and a perception assessment scale conclude this document. (JD)

ED 291 689 SP 029 862

Packard, Richard D.; Fargo, Steve
Diversity of Responses among Ten Arizona Pilot Test District Career Ladder Plans.
Northern Arizona Univ., Flagstaff. Center for Excellence in Education.
PUB DATE- 10 Nov 87
NOTE- 31p.; For related documents, see SP 029 860-863. Document presented to the Joint Legislative Committee on Career Ladders (Arizona State Capitol, House Wing, November 10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Ladders; Educational Environment; Elementary Secondary Education; Peer Evaluation; *Pilot Projects; *Program Evaluation; *Staff Development; *Teacher Attitudes; Teacher Evaluation
Northern Arizona University's Arizona Career Ladder Research & Evaluation Project for teachers implements a procedure for rewarding teachers based on performance levels rather than on years of teaching experience and college credits. Research data is collected each spring, analyzed and fed back to the districts for improvement of key program components. This document shows percentages of agreement and disagreement on specific career ladder concepts, and weighted scores for high and low district rankings. Survey results from 10 districts on the following concepts are displayed in tables: (1) general career ladder concepts; (2) staff development and training concepts; (3) teacher evaluation system concepts; (4) peer evaluation concepts; (5) career ladder placement concepts; and (6) organizational climate survey. An outline of similarities and diversities in achieving performance targets and conditions of pilot test career ladder programs in Arizona is included. (JD)

ED 291 690 SP 029 863

Packard, Richard D.; Nichols, Wanda
Qualitative Analysis & Results for the 1987 Data Cycle by Career Ladder Program Strengths & Improvement Areas.
Northern Arizona Univ., Flagstaff. Center for Excellence in Education.
PUB DATE- 10 Nov 87
NOTE- 29p.; For related documents, see SP 029 860-862. Research document presented to the Joint Legislative Committee on Career Ladder Programs (Arizona State Capitol, House Wing, November 10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Career Ladders; *Educational Environment; Elementary Secondary Education; *Organizational Climate; *Program Attitudes; Program Effectiveness; Program Evaluation; *Program Improvement Northern Arizona University's Arizona Career Ladder Research & Evaluation Project for teachers implements a procedure for rewarding teachers based on performance levels rather than on years of teaching experience and college credits. Research data is collected each spring, analyzed and fed back to the districts for improvement of key program components. This document reports on the results of a qualitative analysis of an open-ended questionnaire administered to career ladder program participants. Respondents expressed their feelings in their own words on four questions: (1) Describe the major strength(s) of your district career ladder program; (2) Describe the area(s) of your career ladder program which need improvement; (3) Describe the area(s) of your district's organizational climate which show the greatest strength and those that need improvement; and (4) Describe the area(s) of your school's organizational climate which show the greatest strength and those that need improvement. Data from the results are presented in the form of pie graphs, bar graphs, and listings of categories of perceived program strengths and weaknesses. Each category is briefly defined by statements derived from participant responses, and shown in priority order by proportional representation. (JD)

ED 291 691 SP 029 881

Teacher Internships. Wisconsin Improvement Program. Bulletin No. 8267.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Feb 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admission Criteria; Cooperating Teachers; Elementary Secondary Education; *Internship Programs; Program Costs; *Program Design; *Teacher Interns; Teaching Experience
IDENTIFIERS- Wisconsin; *Wisconsin Improvement Program

This brochure provides information about the Wisconsin Improvement Program's Teacher Intern Program, how it works, and how it can benefit all participants. Areas covered in the brochure include: (1) admission criteria; (2) the roles of program participants; (3) program organization; (4) participants' responsibilities; and (5) program costs. An application form is incorporated into the brochure as well as the names and addresses of contact persons. Brief descriptions of several types of internship program formats are also included. (JD)

ED 291 692 SP 029 891

Prater, Merle P.
Predicting Teacher Education Course Quality Effects on Elementary Teachers' Perceptions of Teaching Proficiencies.
PUB DATE- 19 Feb 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Course Content; *Course Evaluation; *Educational Quality; Elementary Education; Elementary School Teachers; Instructional Effectiveness; Program Evaluation; Research Methodology; *Teacher Attitudes; *Teacher Education Curriculum
The major purpose of this study was to produce a research method for use in studying how the inherent qualities of college courses taken during the teacher education years can be used to predict how practicing elementary teachers may perceive their later teaching proficiencies. The 101 teachers who participated in the study had collectively enrolled in 636 courses. The study methodology required the qualities associated with the 636 courses taken by the teachers to be defined and quantified. The course qualities were defined in terms of their humanistic-ethical, creative-aesthetic, scientific-quantitative, and vocational-utilitarian quality characteristics. The instrument developed for the survey consisted of 16 statements in sets associated with the four teaching functions of: (1) content/knowledge; (2) people relationships; (3) methods/procedures; and (4) professional orientation. One of the major findings was that the most disparaging correlations found were from the effects of an overwhelmingly large number of course hours and grade point average quality components accumulated by the teachers in the vocational-utilitarian course quality area. The findings are analyzed and discussed from the viewpoint of improvement of teacher education courses. Survey results are displayed on graphs and charts. (JD)

ED 291 693 SP 029 892

Gillett, Tom; Halkett, Kim A.
RCSD Mentor Program Evaluation: The Policy Implications. January 1988.
PUB DATE- Feb 88
NOTE- 32p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Career Ladders; Decision Making; Educational Change; Elementary Secondary Education; *Internship Programs; Master Teachers; *Mentors; *Policy Formation; Professional Recognition; *Program Evaluation; *Teacher Role
IDENTIFIERS- Peer Assistance and Review Program; Rochester City School District NY
In September 1986 the Rochester City School District (New York) implemented the Peer Assistance and Review (PAR) Program. This program is a pilot project designed to provide internships to new teachers and intervention to tenured teachers who are in need of assistance. The purpose of peer assisted internships is to help develop and retain effective new teachers. The PAR program pairs new teachers (interns) with experienced teachers (mentors) during their first year in the District. Mentors help interns develop and refine their teaching skills and also acquaint the new teachers with their other teaching responsibilities. This paper presents a description of the program and outlines the salient factors involved in a comprehensive evaluation of the program's effectiveness. The purpose of the evaluation was to: (1) determine whether PAR internships have had an impact on developing and retaining good teachers; (2) provide a mechanism for improving the PAR Program; and (3) document efforts contributing to staff development, student achievement, and teacher professionalism. In describing and discussing the program and its evaluation, reflections are included on the implications for policy formation in the District. (JD)

ED 291 694 SP 029 899

A Study of the Problems Encountered by Black Students in Florida Secondary Schools and Proposed Solutions.
Florida Inst. of Education, Jacksonville.
PUB DATE- 31 Oct 87
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; *Black Students; Economic Factors; Role Models; Secondary Education; *Secondary School Students; *Social Environment; Student Needs; *Student Problems; Teacher Attitudes
IDENTIFIERS- *Florida

The State Board of Education Advisory Committee on the Education of Blacks in Florida authorized three studies which examine issues of special concern. In this study of the problems of black secondary students in Florida, three specific objectives were set: (1) to identify the problems encountered by these students; (2) to identify proposed solutions, and to identify what extent these solutions appear to be working; and (3) to make recommendations for improving the status of black students enrolled in Florida secondary schools. Data were gathered from a review of the literature, expert testimony, and student diaries. It was found that the problems these students experience fall into two broad-based categories--school related and personal concerns. Within these two categories were clusters of issues that change and interact with other clusters of issues. A brief analysis is presented of 14 specific problems faced by black students, e.g., teacher expectancy/attitudes, declining educational aspiration, pregnancy and drugs. A discussion is presented on various measures that have been taken to find solutions to some of these problems and suggestions are made for future research. Data collected for the study are presented in 19 appendices containing 11 tables, 5 figures, questions asked of expert informants, a diary completed by student sample, and categories of response key. (JD)

ED 291 695 SP 029 902

Public High School Graduates, 1986. E.D. TABS.
Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- Jan 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Grade 9; Grade 12; *High School Graduates; National Norms; National Surveys; *Public Schools; *Secondary Education

This report presents final data on public high school graduates for the 1985-86 school year. It includes tabulations for public schools on the number of graduates, 12th-grade student membership, and 9th-grade student membership in the year the graduates were 9th-grade students. Data in this report were due from State education agencies to the Center for Education Statistics on March 16, 1987, and were final as of August 15, 1987. The tabulations are prefaced by a description of the survey methodology, indicating the limitations of the data. (JD)

ED 291 696 SP 029 903

Personnel Profile. Characteristics of Certified Public School Employees 1978-79 through 1986-87.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Jan 88

NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrator Characteristics; *Counselor Characteristics; Elementary Secondary Education; Employment Patterns; *Librarians; *Principals; Public Schools; School Personnel; *Teacher Characteristics
IDENTIFIERS- *North Carolina

A nine-year profile is presented of the characteristics of certified public school employees in North Carolina between 1978-79 and 1986-87. Certified employees are grouped into functional areas based upon each person's primary work assignment. The functional areas include: (1) teachers; (2) principals; (3) assistant principals; (4) central office administrators and subject and support area specialists; (5) librarians; (6) guidance counselors; and (7) other certified personnel. Important characteristics such as average age and experience levels, racial and sexual composition, and college degree levels are listed. In addition to reporting the yearly status of current employees by functional areas, information is also reported on personnel who left or entered employment in the various functional areas. Information concerning the distribution of employees by experience level is reported for each category of certified personnel. (JD)

ED 291 697 SP 029 904

Keyes, Thomas P.
Teacher Empowerment and Renewal: A Fourteen-Month Mid-Career Enhancement Program.
PUB DATE- Feb 88
NOTE- 49p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Curriculum Development; *Enrichment Activities; *Improvement Programs; *Inservice Teacher Education; Locus of Control; Program Costs; *Program Development; Self Actualization; Self Evaluation (Individuals); Teaching Experience
IDENTIFIERS- University of New Mexico
A description is given of the Teacher Enhancement Program developed by the University of New Mexico in conjunction with the Albuquerque (New Mexico) Public Schools. In developing this program, designed to discover and address the needs of mid-career teachers, the developers first examined the rationale behind preservice and first-year supervision and support programs and the ways in which knowledge of beginning teachers might inform the choice of a program responsive to the needs of experienced teachers. A discussion is offered on the problems faced by the program planners, such as questions of costs to the institutions and participants and allocation of time. The collaborative roles of the university and the schools within the organization of the program are described. In discussing the design of the curriculum, an explanation is presented of the reasons for deciding to create a model that included a focus on the teacher as an individual striving for self-improvement. From this focus, a model emerged that had a framework encompassing six major themes: reflection, empowerment, knowledge, collaboration, articulation, and self-evaluation. (JD)

ED 291 698 SP 029 905

Olstad, Roger G.
The Relationship of NTE Exams to Teacher Education Admission, Performance, and Employment.
PUB DATE- Feb 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Admission Criteria; Higher Education; Preservice Teacher Education; *Standardized Tests; Teacher Certification; *Teacher Employment; *Testing Programs; *Test Validity
IDENTIFIERS- *National Teacher Examinations
Questions have been raised about what criteria to use in selecting, training, and hiring teachers, and when those measures should be taken--at the time of entrance to teacher preparation programs or at the end of training and at the time of certification. Another question concerns the demonstrated teaching competency of the teachers selected and prepared by institutions relying on rigorous admission and exit criteria. A final question emerges about the employment of student teachers who do demonstrate competence on tests in performance. This paper reports on a series of five studies conducted at a major university over a two-year period. Admission criteria, performance and employment of student teachers were examined in the light of scores on the National Teacher Examinations (NTE) for General Knowledge or for disicpline specialization in either the life sciences, physical sciences or social studies areas. Results show that the NTE tests do not contribute additional information about the student teachers that isn't already available through other measures, nor does NTE predict either teaching performance or employment of teachers. (JD)

ED 291 699 SP 029 906

O'Loughlin, Michael; Campbell, Malcolm B.
Teacher Preparation, Teacher Empowerment, and Reflective Inquiry: A Critical Perspective.
PUB DATE- Feb 88
NOTE- 48p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beliefs; *Cognitive Development; Cognitive Processes; *Educational Psychology; Higher Education; Inquiry; Preservice Teacher Education; *Psychological Studies; *Research Needs; *Theory Practice Relationship
IDENTIFIERS- *Reflective Inquiry
This paper deals with questions having to do with the nature and effects of teachers' beliefs about schooling, and to the psychological relationship between theory and practice. It is posited that teachers' beliefs are likely to have a profound influence on their actions. A critical analysis of current school performance and teacher education methods leads to the conclusion that a single type of epistemology, primarily empiricist in nature, is pervasive in schools and in teacher education generally. Suggesting that the prevailing set of beliefs is over-simplistic, the primary problem of teacher training as a developmental issue is explored. The issue is addressed from a psychological point of view in terms of a proposed process of reflective inquiry. The inquiry model is then extended and it is argued that a similar inquiry system is necessary to help students build connections between theory and practice. Both uses of inquiry are illustrated by means of examples from other bodies of literature. A philosophical justification of a reflective inquiry approach to teacher education is presented with emphasis on the benefits in terms of teacher empowerment. A brief synopsis is presented of a current attempt to implement these ideas in the context of a foundational course in educational psychology. The primary purpose of the paper is to provide the basis for a new research agenda in teacher education. (JD)

ED 291 700 SP 029 907

Votaw, Bonnie L.
Picacho Junior High School Excellence Award: A Report to the Department of Education, December 1987.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 87
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Attendance; Classroom Techniques; *Improvement Programs; Instructional Materials; *Junior High Schools; Parent School Relationship; Secondary Education; *Student Motivation; Surveys; Teacher Evaluation
Picacho Junior High School serves a student population of 1,070 and is located in Las Cruces, New Mexico. The purpose of the project, developed as a result of the school excellence award, was to improve student motivation, attendance and achievement through dual activities: (1) enhancing teacher competency through a staff development plan using the Classroom Management Training Program; and (2) increasing parent contact with the school. Thirty of the school's 54-member faculty were trained in two groups, with the first group of teachers acting as trainers and subsequent coaches for the second group. The training focused on an integrated model of positive discipline and positive instruction. Explicit efforts were made to increase the number of contacts with parents, through phone calls from counselors, conferencing with teachers, and mailing of mid-term grade reporting information. As an outcome of the training, teachers, students and parents saw improvement in student motivation. Office referrals for discipline dropped an average of 28 percent during the period of time compared to the same period the previous year. Attendance rates for students remained virtually unchanged for the comparison times, but membership in the Honor Society increased by 47 percent. (Appendices making up more than half the document include survey forms and extensive training material samples). (Author)

ED 291 701 SP 029 911

Simmons, Barbara J.; Jarchow, Elaine
Colleges of Education/Arts and Sciences and Local School Districts: Collaborative Efforts.
PUB DATE- Feb 88
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Beginning Teachers; *College School Cooperation; *Cooperative Programs; Elementary Secondary Education; *Field Experience Programs; Higher Education; Master Teachers; Research Projects; Teacher Education Programs; *Teacher Interns
IDENTIFIERS- *New Mexico State University
The New Mexico State University Teacher Intern Program provides for 20 beginning teachers to receive half the salary of a beginning teacher for one year and to complete a 32 credit Master's Degree program in two summers and one academic year. Ten master teachers from participating school districts assist the interns in becoming successful teachers and action researchers. These teachers also teach undergraduate methods courses and supervise student teachers. In addition, arts and sciences faculty and honors undergraduate students join the research teams. The Colleges of Education and Arts and Sciences provide matching funds to support research projects. This overview of the program lists examples of research topics chosen by the 1987-88 interns and describes 11 unique field experiences available to the program participants. (JD)

ED 291 702 SP 029 923

Preventing AIDS. Health Education Curriculum Supplement for Middle Level Schools.
North Carolina State Dept. of Public Instruction, Raleigh. Instructional Services.
PUB DATE- 87
NOTE- 113p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Behavior Change; *Disease Control; Drug Abuse; *Health Education; *Middle Schools; Parent Participation; *Prevention; Secondary Education; Secondary School Curriculum; Sexuality; Student Attitudes; Student Behavior
IDENTIFIERS- North Carolina

This health education curriculum supplement is intended to provide middle school students with a basic core of factual instruction about acquired immune deficiency syndrome (AIDS). The instruction is designed on a middle school level of comprehension to present enough selected facts, to demonstrate the logic behind and value of the primary means of preventing AIDS, and the fallacies inherent in some of the dangerously misleading myths about AIDS. It is emphasized throughout that abstinence from sexual intercourse and intravenous drug use is the surest, safest, and best way to avoid AIDS. Included in the contents of the handbook are discussions on: (1) the rationale for AIDS prevention education; (2) the North Carolina State Board of Education AIDS education guidelines; and (3) parental involvement in AIDS education. Background reading for the teacher is included, as well as suggestions for classroom instruction. A set of four student lessons is offered that presents activity objectives, descriptions, teaching resources, and reproducible pages. (JD)

ED 291 703 SP 029 924

McPartland, James M.; And Others
School Structures and Classroom Practices in Elementary, Middle, and Secondary Schools. Report No. 14.
Johns Hopkins Univ., Baltimore, Md.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 87
NOTE- 76p.
GRANT- OERI-G-86-0006
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Ability; Educational Environment; Elementary Secondary Education; *Grouping (Instructional Purposes); Middle Schools; School Demography; *School Organization; *School Schedules; *Socioeconomic Status; *Student Characteristics; *Teacher Distribution
This paper analyzes data from the Pennsylvania Educational Quality Assessment (EQA) and the National Assessment of Educational Progress (NAEP) to provide a description of grouping, staffing, and scheduling practices that currently exist in elementary, middle, and high schools. The practices are found to follow a continuum from elementary through high school that proceeds from an early emphasis on "pupil orientation" to a later emphasis on "subject-matter" orientation. These emphases drive decisions about the scheduling, staffing, and grouping practices that foster the particular learning environments and activities that define a school's instructional program. The paper specifically examines the implications of these practices for middle schools. Survey data are displayed in graphs and tables and 29 references are included. (Author/JD)

ED 291 704 SP 029 925

McPartland, James M.
Balancing High Quality Subject-Matter Instruction with Positive Teacher-Student Relations in the Middle Grades: Effects of Departmentalization, Tracking and Block Scheduling on Learning Environments. Report No. 15.
Johns Hopkins Univ., Baltimore, Md.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 87
NOTE- 38p.
GRANT- OERI-G-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability Grouping; *Class Organization; Class Size; *Departments; Instructional Improvement; *Middle Schools; Secondary Education; *Self Contained Classrooms; Student Placement; *Teacher Student Relationship; *Time Blocks; Track System (Education)
This study tests the general hypothesis that there is no single best way to organize a middle school to meet the variety of needs of early adolescent students. Using data from a sample of 433 schools in the Pennsylvania Educational Quality Assessment, it examines the effects of self-contained classroom instruction and departmentalization on two generally agreed-upon educational goals--positive student-teacher relations and high quality subject-matter instruction. The study finds self-contained classroom instruction benefits student-teacher relations at a cost to high quality subject-matter instruction, while departmentalization improves the quality of instruction in specialized subject matter at a cost to student-teacher relations. The same types of effects are proposed by analogy for scheduling and grouping practices. (Author)

ED 291 705 SP 029 932

Approved Teacher Education Programs in South Carolina 1987-88. Edition VI.
South Carolina State Dept. of Education, Columbia.
PUB DATE- Oct 88
NOTE- 127p.; For the 1986-87 edition, see ED 278 663.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Accreditation (Institutions); *Degrees (Academic); Higher Education; Program Validation; *Standardized Tests; State Standards; State Surveys; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- *South Carolina

This booklet provides comprehensive information on schools of education in South Carolina. Background information is given on State policies about interstate reciprocity, the Master of Arts in Teaching program, and required examinations for certification. The 28 colleges are listed alphabetically with complete listings of programs and the following information about each: (1) address and phone number; (2) affiliation; (3) contact person; (4) accreditation (either regional of NCATE); (5) teaching level; (6) inital approach dates and dates of expiration; and (7) degree program (either undergraduate or graduate). A staff directory of the South Carolina Office of Teacher Education and Certification is included. (JD)

ED 291 706 SP 029 934

Tmej, K., Ed.; And Others
Main Trends in the Research of Content and Methods of Teacher Education. Proceedings of International Symposium (Prague, Czechoslovakia, May 24-26, 1983).
Charles Univ., Prague (Czechoslovakia). European Information Centre for Further Education of Teachers.
PUB DATE- 87
NOTE- 374p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Philosophy; *Educational Theories; Educational Trends; Elementary Secondary Education; *Foreign Countries; *Inservice Teacher Education; *Institutional Cooperation; *Research Utilization; Social Values
IDENTIFIERS- *Socialist Countries

Thirty papers are presented from a symposium devoted to the problems of the main trends in the research of the content and methods of inservice teacher education. Symposium participants represented the educational systems of Bulgaria, Hungary, East Germany, Poland, Cuba, Romania, the Union of Soviet Socialist Republics, and Czechoslovakia. In all countries whose representatives attended the Symposium, a unified system of inservice education of teachers and other educational personnel has either already been established or is in its initial state. The participants in the Symposium assessed certain results of scientific research of inservice teacher education which appear to be topical and useful. Emphasis of the Symposium was on the development of a unified, internally differentiated system of inservice education of educational personnel in the socialist countries. (JD)

ED 291 707 SP 029 935

Education for Health in Europe. A Report on a WHO Consultation on Co-ordinated Infrastructure within a Health Promotion Strategy (Copenhagen, Denmark, June 11-12, 1987).
World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
PUB DATE- Jun 87
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Drug Abuse; Foreign Countries; *Global Approach; Government Role; *Health Education; Health Services; *Information Dissemination; Life Style; *Policy Formation; *Program Development; Social Action
IDENTIFIERS- World Health Organization

This consultation was seen as a part of a process to encourage member states of the World Health Organization to redefine the role of health education in relation to health promotion and to improve their health education policies and practices as tools for health promotion. Reviews are presented of three papers: (1) "A Conceptual Analysis of Major Developments Concerning the Structure and Functions of Health Education" (Keith Tones); (2) "A Review of Major International Developments Concerning Health Education in Europe" (John K. Davies); and (3) "A Proposed Model of Good Practice for Health Education" (Hans Hagendoorn). The papers themselves are annexed to this booklet. References for each paper are included. (JD)

ED 291 708 SP 029 938

AIDS Instructional Guide: Grades K-12. Health.
New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE- Dec 87
NOTE- 191p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Communicable Diseases; Elementary Secondary Education; *Health Education; Interpersonal Relationship; *Lesson Plans; Life Style; Parent School Relationship

This guide provides a framework for Acquired Immune Deficiency Syndrome (AIDS) instruction within a comprehensive health education program stressing positive health behaviors. The guide is structured to: (1) provide information to school personnel on how to implement a home/school/community approach to AIDS instruction; (2) provide suggested grade-level cluster lessons that are considered age-appropriate and sequentially developed through objectives and learner outcomes from K-12; (3) stress healthful lifestyles; (4) provide, in grades K-6, a focus on AIDS that will allay fear and concern; (5) stress abstinence in all lessons where methods of prevention are discussed; (6) provide connections to the Health Syllabus and Regents Goals; and (7) provide current information on AIDS. The following information is appended: (1) education law, regulations of the Commissioner of Education, and rules of the Board of Regents; (2) sample adolescent pregnancy prevention projects; (3) information on AIDS and condoms; and (4) compendium of teacher vocabulary lists. (JD)

ED 291 709 SP 029 943

Peterson, Daniel L.; And Others
The Critical Professional Skills of Teaching: A Laboratory Approach to Teacher Education and Program Verification.
Northern Arizona Univ., Flagstaff. Center for Excellence in Education.
PUB DATE- Feb 88
NOTE- 57p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Observation Techniques; *Evaluation Methods; Higher Education; Measurement Objectives; *Measures (Individuals); Preservice Teacher Education; Student Evaluation; *Student Teachers; *Teaching Skills
IDENTIFIERS- Northern Arizona University
This paper describes a pilot project that investigated two key elements of the Teaching Skills Laboratory Network. The first of these was the use of a performance assessment instrument, and the second was the development of a teacher education database. In order to provide a contextual perspective, the discussion of these two items is prefaced by a brief overview of the origins and mission of the Center for Excellence in Education at Northern Arizona University. The pilot project was designed to determine whether a teacher observation instrument can be used effectively in a preservice program during the course work phase prior to student teaching, and also be used during the student teaching phase. The study sought to determine areas in which students tended to be relatively strong and relatively weak. The pilot sought to identify any emergent patterns during the acquisition of proficiency in teaching skills, and whether any students were "at risk" due to poor performance. It was hoped that clues would be found that would help tie preservice and inservice together in a way that would foster new partnerships between universities and public schools. (JD)

ED 291 710 SP 029 945

Driscoll, Amy; And Others
Portland State University's Cooperative Professional Educational Program: An Alternative Program Response to Reform.
PUB DATE- Feb 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Beginning Teachers; *College School Cooperation; *Cooperative Programs; Educational Change; Higher Education; *Internship Programs; *Program Development; *Program Evaluation; Program Implementation; Teacher Interns; Teacher Orientation
IDENTIFIERS- *Cooperative Professional Education Program; Portland State University OR
A description is given of the Cooperative Professional Education Program (CPEP) that was developed and implemented by a teacher education institution and two public school districts. CPEP differs from traditional programs in the concurrent offering of coursework and clinical experience in an integrated year-long internship. The major components of the program include: (1) the selection process for all participants (interns and support teachers from the public schools); (2) the Individual Learning Plan, developed personally by each intern; (3) collaboration between university and public schools that provides a support team for each intern; and (4) the induction process. Because of the year-long nature of CPEP, the informal induction process begins before certification or hiring. Formally, the CPEP model has an induction phase which provides the beginning teacher with a mentor, an Individual Professional Development plan, and a professional development team to assist. A description of the research and evaluation studies of each major component of the CPEP is juxtaposed with related reform recommendations and concerns to illustrate the program in the context of suggested reforms. (JD)

ED 291 711 SP 029 947

Meister, Gail
Current Practices in New Teacher Development in Maryland 1986-87.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 124p.; This study was conducted for the Maryland State Department of Education, Staff Development Branch.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Demonstration Programs; Elementary Secondary Education; *Improvement Programs; *Program Design; Program Evaluation; *Staff Development; *State Programs; Teacher Orientation

IDENTIFIERS- *Maryland
A report is given of a study conducted on the nature and extent of support that local school systems in Maryland currently provide to new teachers. The study had two components: a statewide survey and case studies of promising programs. The survey polled Associate or Assistant Superintendents of Instruction in 23 of Maryland's 24 county school systems and a sample of school-based and central office-based staff whom they identified as active in providing training or support to new teachers. The survey provided information about goals of the programs for new teachers, personnel involved in selected administrative tasks, the number and type of new teacher participants served, strategies for new teacher development used in these programs, program changes anticipated in the next year or two, and perceptions about their strengths and weaknesses. The case studies reviewed seven programs that represented promising approaches to new teacher development. The case studies also provided detailed information about various programmatic and administrative components of these programs, and suggested what made them work in their settings. (JD)

ED 291 712 SP 029 948

Zeller, Paula Klevan; Jacobson, Michael F.
Eat, Think, and Be Healthy! Creative Nutrition Activities for Children.
Center for Science in the Public Interest, Washington, D.C.
REPORT NO.- ISBN-0-89329-016-5
PUB DATE- May 87
NOTE- 151p.
AVAILABLE FROM- Center for Science in the Public Interest, 1501 16th St. NW, Washington, DC 20036 ($9.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Eating Habits; *Health Activities; *Health Materials; Intermediate Grades; *Lesson Plans; *Nutrition Instruction; Physical Health
This book provides an activity-oriented guide to a nutrition instruction program. The 56 activities, described and illustrated, are suitable for children from the third to the sixth grade. For each activity, a description is presented as well as the purpose of the activity, materials and resources needed, and the procedures to follow. Reproducible student pages are included. School subjects that may be related to each activity are also suggested, and recipes are provided for about 30 activities. The appendix offers "Nutrition in a Nutshell" as well as indexes to the recipes and related subject notes. (JD)

ED 291 713 SP 029 949

Haskins, Ron, Ed.; MacRae, Duncan, Ed.
Policies for America's Public Schools: Teachers, Equity, and Indicators.
REPORT NO.- ISBN-0-89391-444-4
PUB DATE- 88
NOTE- 303p.
AVAILABLE FROM- Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648 ($39.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Educational Change; *Educational Policy; Educational Testing; Elementary Secondary Education; Equal Education; Planning Commissions; *Policy Formation; *Public Schools; School Districts; Teacher Education; Teacher Improvement; Teacher Recruitment; Teacher Salaries; Trend Analysis
This book focuses on the education commission and its policy recommendations and provides an evaluation of policies on teachers and teaching, equity, and uses of educational testing to assess the effects of reform. The volume examines both equity and excellence in American education. After an introductory chapter providing an overview of the commission reports, separate sections discuss teacher training, pay and incentives, equity and diversity among the student population, and the use of indicators to assess educational progress and to inform decision making. The chapters in each section emphasize policies that schools should adopt to address the respective issue. A summary chapter reviews the entire volume and summarizes the policy recommendations. (JD)

ED 291 714 SP 029 950

The President's Council on Physical Fitness and Sports 1985. National School Population Fitness Survey.
President's Council on Physical Fitness and Sports, Washington, D.C.
PUB DATE- 86
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Children; *Comparative Analysis; Elementary Secondary Education; Exercise; National Surveys; Physical Education; *Physical Fitness; Research Methodology; Sex Differences

Results from a national survey of the physical fitness of the nation's school children are presented in this monograph. The research was conducted to: (1) assess the physical fitness status of American public school children and youth ages 6-17, and establish national norms for this age group by sex and age, in 5 percent increments; (2) compare these data with the results of three similar national studies completed in 1958, 1965, and 1975; and (3) review and modify, if necessary, standards for the President's Council on Physical Fitness and Sports "Presidential Physical Fitness Award" for school children. A national probability sample of 18,857 public school children in grades 1-12 was selected, resulting in data from 9,678 boys and 9,179 girls from 32 states, 52 school districts, and 161 schools. These children and youth were randomly administered six tests of physical fitness from a battery of nine tests. The data were collected and analyzed and conclusions were made. Statistical data are presented in tables. (JD)

ED 291 715 SP 029 952

Hughes, Phillip, Ed.; And Others
Better Teachers for Better Schools.
Australian Coll. of Education, Carlton, Victoria.
REPORT NO.- ISBN-0-909587-46-9
PUB DATE- 87
NOTE- 364p.
AVAILABLE FROM- The Australian College of Education, PO Box 361, Carlton 3053, Victoria, Australia ($14.95).
LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - General (020)
DESCRIPTORS- Academic Standards; Elementary Secondary Education; Foreign Countries; Individual Development; *Policy Formation; *Professional Development; *Program Improvement; *Public Schools; School Districts; *Teacher Improvement
IDENTIFIERS- *Australia
Professional development for teachers will continue to be central to the continuing need to help schools deal more effectively with the problems of change. Three themes are emphasized--the individual teacher, the school, and the system. This publication, consisting of 24 papers, is intended to inform public debate on the issue which is critical to the adoption of long term policies in Professional Development. (Author/JD)

ED 291 716 SP 029 955

Spafford, Charlotte
A Case Study of a Beginning Teacher's Development of Practical Knowledge.
PUB DATE- Sep 87
NOTE- 104p.; Master's Thesis, Queen's University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Elementary Education; Grade 2; *Metacognition; Professional Development; *Role Perception; Self Actualization; Self Evaluation (Individuals); Teacher Administrator Relationship; Teacher Attitudes; *Teacher Student Relationship; *Teaching Experience; *Theory Practice Relationship
This study explores the development of a beginning teacher's practical knowledge as expressed in her reflections on her actions during her first year of teaching. The view of practical knowledge constructed by Elbaz (1983) and extended by Clandinin (1986) forms the conceptual basis of the work, allied with the concept of reflection-in-action developed by Schon (1983). Practical knowledge is seen here as a conceptualization of the kinds of knowledge demonstrated by teachers as they are teaching. Ten interviews at regular intervals during Rachel's first year of teaching provided the data for the study. Through these interviews, it was possible to trace the development of her practical knowledge. Analysis of the data deals with this development, seen through her reflections on her own practices. The study illustrates the importance to Rachel of regular discussion of her teaching experiences and her growing awareness of her own professional development. One chapter of the thesis describes the researcher's own perceptions of the research and her reflections on her role in the study. The study concludes with an exploration of ways in which the concept of practical knowledge can be extended through the study of beginning teachers and how the dialectical model can be a valuable way to gain insight into a teacher's perceptions of practice. (Author)

ED 291 717 SP 029 956

Klug, Beverly J.
Teacher Induction in Southeastern Idaho: Preliminary Report.
PUB DATE- 13 Feb 88
NOTE- 26p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Elementary Education; Elementary School Teachers; Helping Relationship; Inservice Education; *Mentors; Peer Relationship; *Program Attitudes; *Program Effectiveness; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; Idaho
The research investigation reported in this document concerns a study of induction for beginning years teachers that involved an examination of the effectiveness of two models employed: one a loosely structured Buddy System (mentor plus beginning teacher) and one a highly structured Induction Team approach (mentor, administrator, and representative of higher education working with beginning teacher). Beginning teachers (first or second year in elementary settings) were randomly chosen and assigned to one of the two models. Methods used for the study included both qualitative and quatitative means. The researcher acted as a participant observer during the length of the study. Results indicated that there are important elements that must be considered in order for an induction program to be effective and that such a program should be initiated during the first year of teaching in order to be most beneficial for beginning teachers. Participants stated a preference for the highly structured Induction Team approach rather than the loosely conceived Buddy System approach. (Author/JD)

ED 291 718 SP 029 971

Shelton, Aubrey W.; And Others
A Longitudinal Study of Pre- and Post-Reform Act Data on Elementary Education Majors.
PUB DATE- Nov 87
NOTE- 11p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Mobile, AL, November 10-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; Educational Change; *Educational Legislation; *Education Majors; Elementary Education; *Elementary School Teachers; Higher Education; Long Range Planning; Preservice Teacher Education; *Standardized Tests
This study examined the impact of the Mississippi Legislative Reform Act on elementary education majors. The purpose of the study was to organize data to be used to provide short and long term program planning specifically for future elementary school teachers. Phase one of the study provided a demographic profile of students majoring in elementary education at Mississippi State University. The second phase will study predictive relationships between the American College Test (ACT), the National Teacher Examination (NTE), and the State of Mississippi College Outcome Measures Program (COMP). The sample included data from all elementary education majors graduating beginning fall 1982 through 1987, a time period encompassing two years before and three years after the Mississippi Legislative Reform Act. Mean test scores are reported for the ACT and NTE, the commonly accepted standardized measures. An analysis indicates significant positive change in all ACT areas and the general knowledge of the NTE. It is posited that the major change that could have produced improvement in scores was caused by the screening out of students by using the COMP. (JD)

ED 291 719 SP 029 972

Blackbourn, Joe M.; Wilkes, Sam T.
The Relationship of Teachers' Perceptions of the Supervisory Conference and Teachers' Zones of Indifference.
PUB DATE- 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Supervisory Methods; *Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Evaluation; Teacher Response
The purpose of this study was to determine the relationship between teachers' perceptions of the supervisory conference as measured by the "Supervisory Conference Rating" (SCR) and the zones of indifference as measured by the "Zones of Indifference Instrument" (ZII). The SCR and the ZII were responded to by 159 teachers from 5 selected schools in a large school system in Mississippi (an 80 percent response). The findings indicated that teachers who have high resistance to administrative directives view the supervisory conference less positively than teachers who have low resistance to administrative directives. (JD)

ED 291 720 SP 029 973

District Efforts in Substance Abuse Education. OERI Bulletin.
Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 26p.; For related document, see SP 029 825.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Development; *Drug Abuse; *Drug Education; Elementary Secondary Education; Institutional Characteristics; Prevention; *Program Effectiveness; *School Districts; *School Policy

The survey discussed in this report was sent to a national probability sample of 700 public school districts seeking information on their substance abuse prevention activities. Resulting data, listed in tables, provide information on: (1) percent of districts with a written substance abuse policy; (2) actions taken or considered in response to substance abuse infractions; (3) number and percent of districts requiring substance abuse education at each instructional level; (4) percent of districts offering substance abuse education in different areas of the curriculum, by instructional level; (5) percent of districts offering activities within substance abuse programs; (6) percent of districts rating various activities within their substance abuse programs as the three most effective; (7) total and mean number of staff per 10,000 students with full or part time responsibilities concerning substance abuse education; (8) percent of districts receiving technical assistance regarding substance abuse from various sources; (9) percent of districts receiving technical assistance regarding substance abuse and desiring more assistance; (10) percent of districts indicating whether student substance abuse has increased or decreased over the past 2 years; and (11) selected standard errors by district characteristics. A copy of the survey questionnaire is appended. (JD)

ED 291 721 SP 029 975

Person, William A.; And Others
The Effectiveness of Research Applications for Teaching Materials on Achievement and Classroom Performance of Selected Preservice Teachers.
PUB DATE- Nov 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Course Content; Higher Education; High Schools; *Instructional Materials; Preservice Teacher Education; *Research Utilization; Secondary School Teachers; *Student Teachers; *Teacher Effectiveness
This study sought to determine if there were significant differences in the performances of student teachers trained in the curriculum materials designed to implement findings from research on effective teaching and those of student teachers trained in traditional curriculum. Thirty-six students enrolled in an upper level course, Principles of High School Teaching, during the 1986 Fall Semester, were subdivided into groups of 18 each and were randomly assigned to experimental or control groups. Each group received 40 hours of instruction during the first eight weeks of the semester. The experimental group studied materials in the areas of research findings on effective teaching, classroom interactions, classroom management, and instructional evaluation. Additionally, they conducted simulated practices of teaching skills related to the materials studied. The control group studied materials traditionally taught in the Principles of High School Teaching course. Opportunities for this group to practice specific teaching skills were limited. Results indicated that the experimental group achieved significantly higher scores than did the control group on the criterion-referenced test on effective teaching concepts. Also, the experimental group demonstrated an overall higher performance in the classroom than did the control group. Implications for improvement of the preservice education program are discussed. (Author/JD)

ED 291 722 SP 029 978

Johnston, John M.
The Knowledge Base for Teacher Induction. A Selected Annotated Bibliography.
PUB DATE- 19 Feb 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 14-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; *Beginning Teachers; *Demonstration Programs; Educational Research; Elementary Secondary Education; Pilot Projects; *Program Development; Program Evaluation; State Action; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction
In this annotated bibliography, articles and reports of studies on the subject of beginning teacher induction are cited. Covering the topic from different perspectives, these writings address the general purposes of induction programs and, in some cases, describe how a specific program meets these needs. Some of the articles provide information on the roles and contributions from local school levels, university and teacher education programs, and state or intermediate state agencies. Also included are discussions on such salient features of teacher induction programs as mentors and supporting school staff. Suggestions are made in some of the articles on how to develop, implement, and evaluate new induction programs. (JD)

ED 291 723 SP 029 979

Butler, E. Dean; James, Terry L.
Overview of Three Teacher Induction Schemes and Theoretical Rationale for the Research Design.
PUB DATE- Nov 87
NOTE- 17p.; For related documents, see SP 029 980-982. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Experiential Learning; Higher Education; Mentors; Preservice Teacher Education; *Program Development; Program Effectiveness; Program Evaluation; *Teacher Interns; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; *Extended Degree Programs; Memphis State University TN
An overview is presented of a research symposium that was structured to present a summary of major findings relative to the assessment of three teacher preparation-induction strategies implemented at Memphis State University during the 1986-87 academic year. Papers presented in the symposium summarized selected program features and addressed the research design, data collection strategies, and findings related to one study conceptualized within a comprehensive assessment of programs implemented in the second year of operating the university's Center of Excellence in Teacher Education. In this overview, summaries are given of the characteristics of the three fifth-year internship programs. The programs are based on different rationales and designs, and reflect distinct conceptual strategies of teacher preparation and induction. Twenty-one references are cited. (JD)

ED 291 724 SP 029 980

Etheridge, George W.; And Others
Graduated Teaching Internships: An Overview and Major Findings. Instruction.
PUB DATE- Nov 87
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Assocation (Mobile, AL, November, 1987). For related documents, see SP 029 979-982.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Internship Programs; Mentors; Professional Development; *Program Effectiveness; Program Evaluation; Secondary Education; Socialization; Teacher Attitudes; *Teacher Interns; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; Extended Degree Programs
This study describes and contrasts the activities and attitudes of 33 prospective secondary teachers in a graduate level, master's degree initial teacher certification program incorporating a year-long, three-phased internship in the public schools. The three phases of the internship were: teacher assistant, teacher associate, and teacher-of-record experience. Brief descriptions of the duties and responsibilities of each phase of the program are presented. The median age of the interns was 38.5, all had baccalaureate degrees with majors in their subject areas, and had previous work experience in other fields. Intern perceptions were obtained at the end of each phase of the internship through administration of the Teacher Induction Inventory. Major findings of the study are summarized: (1) interns reported significantly increased involvement in the complex roles of teaching over the year; (2) changes in awareness of the importance of instructional and professional aspects of teaching increased significantly; (3) mentor and university support were perceived positively; (4) the second (associate) phase of the year was viewed less positively than either of the other two; and (5) less positive views toward students were observed as the internship concluded. These findings are briefly analyzed in the summary. Tables present the data collected over the course of the study. (JD)

ED 291 725 SP 029 981

Franceschini, Louis A.; Butler, E. Dean
Fifth-Year Induction Internships and Mentor Roles.
PUB DATE- Nov 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November, 1987). For related documents, see SP 029 979-982.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Helping Relationship; *Internship Programs; *Mentors; Socialization; Social Support Groups; Teacher Attitudes; Teacher Characteristics; *Teacher Orientation; *Teacher Role
IDENTIFIERS- *Beginning Teacher Induction; Extended Degree Programs
This study documents and compares practictioner-mentor roles in two fifth-year internship programs: a master's degree program and an alternative certification program. In addition, it seeks to determine personal and professional factors believed to be responsible for mentor success achieved. A brief summary of the premises upon which both intern assistance programs rest is provided. A total of 42 teachers served as practitioner-mentors and responded to a 26-item Likert scale on the mentor role. Personal characteristics and competencies ratings were solicited through use of a 32-item Likert scale. Ratings of mentor success and school-related features that facilitated mentoring were obtained through a similar scale. Questions the study sought to answer were: (1) What practitioner-mentor roles were performed by the teachers in the assistance programs? (2) What personal characteristics and professional competencies were considered important? (3) How do practitioner-mentors rate the success they achieved and does this vary by program? and (4) What school-context factors enhance or hinder the success of mentors? Responses of mentors in the master's program tended to be more positive than those of mentors in the alternative program. Findings are reported and discussed, and data resulting from the study are presented in tables. Eleven references are included. (JD)

ED 291 726 SP 029 982

McNelis, Mary Costner; Etheridge, Carol Plata
Comparative Analysis of Three Models of Induction Internships.
PUB DATE- Nov 87
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 1987). For related documents, see SP 029 979-981.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Comparative Analysis; Higher Education; *Internship Programs; Mentors; Preservice Teacher Education; Program Effectiveness; Secondary School Teachers; Teacher Attitudes; *Teacher Interns; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction
This study investigated differences in internship activities engaged in by subjects completing three different culminating field experiences and differences in attitudes held by the subjects toward various aspects of school personnel and school students. The three programs were: the traditional 10-12 weeks of student teaching; a phased nine-month internship; and a total immersion nine-month internship. The subjects were secondary education majors, 50 of whom had completed the traditional program, 30 had completed the phased program, and 17 had completed the total immersion internship. Descriptions are given of the salient features of each of the three programs. A discussion is presented on results in the areas of: (1) involvement in teaching activities; (2) instructional implementation activities; (3) instructional recordkeeping activities; (4) non-instructional activities; (5) instructional preparation activities; and (6) interns' attitudes toward the internship, their mentors and students, and their school's faculty, organization, and physical/cultural environment. Data gathered in the study are presented in 11 tables and some references are included. (JD)

ED 291 727 SP 029 984

McLaughlin, Milbrey Wallin; Pfeifer, R. Scott
Teacher Evaluation: Improvement, Accountability, and Effective Learning.
REPORT NO.- ISBN-0-8077-2890-X
PUB DATE- 88
NOTE- 167p.
AVAILABLE FROM- Teachers College Press, Teachers College, Columbia University, New York, NY 10027 ($13.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Administrator Responsibility; Elementary Secondary Education; *Evaluation Methods; Evaluation Needs; *Evaluation Problems; *Staff Development; Teacher Administrator Relationship; Teacher Effectiveness; *Teacher Evaluation; *Teacher Improvement
This book looks at the problems of teacher assessment strategies. Focussing on the experience of four school districts that are addressing typical obstacles to initiating significant evaluation efforts, the authors identify the organizational prerequisites and strategies that enable schools to begin and carry out meaningful teacher evaluation programs. Their study lays the groundwork for creating a culture of evaluation in schools that support a strong staff development component. Chapters discuss: (1) "The Teacher Evalution Problem"; (2) "Enabling Teacher Evaluation"; (3) "Evaluation Processes and Procedures"; (4) "Moving Toward Accountability and Improvement"; (5) "Teacher Evaluation and Reflective Practice"; and (6) "The Four School District Case Studies." (JD)

ED 291 728 SP 029 990

Baldwin, Bruce A.
The Hidden Curriculum of Success. Why Dick and Jane Didn't Succeed despite Every Advantage.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- 88
NOTE- 21p.
AVAILABLE FROM- NASSP, 1904 Association Dr., Reston, VA 22090-1250 ($0.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Learning Strategies; *Parent Child Relationship; *Parent Responsibility; Parent School Relationship; Self Care Skills; *Self Concept; *Student Motivation
A crucial, parent-taught curriculum of success must compliment the work of the schools. This booklet details the components of that hidden curriculum and includes many specific strategies to help parents raise healthy achieving children. Three important parental commitments are discussed. (JD)

ED 291 729 SP 029 992

Martin, David S., Ed.
The Professional Imperative: Educational Excellence for All. Selected Papers from the 1987 Annual Meeting of the American Association of Colleges for Teacher Education.
American Association of Colleges for Teacher Education, Washington, D.C.
REPORT NO.- ISBN-0-8403-4654-9
PUB DATE- 88
NOTE- 110p.
AVAILABLE FROM- Kendall/Hunt Publishing Co., 2460 Kerper Blvd., P.O. Box 539, Dubuque, IA 52001 ($16.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; *Educational Change; *Educational Objectives; Educational Trends; Elementary Secondary Education; Equal Education; Higher Education; High Risk Students; Preservice Teacher Education; School Role; *Schools of Education
This volume contains selected papers from the 1987 Annual Meeting of the American Association of Colleges for Teacher Education that was devoted to the essential theme "Educational Excellence for All." In various ways, each of these papers from that conference addresses this theme in a significant way. The following papers are included: (1) "Education in the Year 2000: 28th Charles W. Hunt Lecture" (Ernest W. Boyer); (2) "The Mission of Colleges of Education" (Bill Clinton); (3) "Teacher Induction: A Solvable Problem" (Kevin Ryan); (4) "Assessment for Teaching: An Initiative for the Profession" (Lee Shulman); (5) "The Role of Schools in Helping Children at Risk" (Marian Wright-Edelman); (6) "Educational Equity: What Does the Future Hold?" (Asa G. Hilliard, III); (7) "Education and the American Society: Can We Realize the Dream?" (Mary Hatwood Futrell); (8) "Building a Community of Common Interest" (William E. Gardner); and (9) "Future Imperatives: Education, Excellence, Equity" (Norene F. Daly). (JD)

ED 291 730 SP 029 993

Collins, Peggy Hooten; Toppins, Anne Davis
Personality Strengths that Influence Teachers Pursuit of Leadership Roles: A Comparative Bi/Polar Study.
PUB DATE- 13 Nov 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Individual Differences; *Leadership Qualities; Personality Measures; *Personality Traits; *Teacher Characteristics; *Teacher Motivation
This study examined personality differences between teachers who performed additional leadership tasks and teachers who, though equally qualified and eligible for such tasks, chose not to apply for leadership roles. Subjects of the study were 60 teachers in the leader's group and 80 in the non-leaders group. The Bi/Polar Inventory of Core Strengths, a self-rated inventory scale of pairs of opposite nouns or adjectives, was administered to the subjects, and a Demography Data form was also completed. The Bi/Polar items were designed to indicate personality strengths related to thinking, risking, practical thinking, theoretical thinking, dependent risking, and independent risking. Lead strengths were determined and one of eight core patterns was specified as the individual's core pattern. Demographic data collected related to age, sex, years of experience, highest degree held, and teaching position. Lead strength and dominance was found in some categories, but based upon procedures and instruments used, no significant difference was found between leaders and non-leaders. Motivation for pursuit of leadership roles was not linked to a particular personality core strength. (JD)

ED 291 731 SP 029 995

Teacher Supply and Demand in Maryland 1987-1990.
Maryland State Board for Higher Education, Annapolis.; Maryland State Dept. of Education, Baltimore.
PUB DATE- Sep 87
NOTE- 87p.; For related document, see ED 275 689.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Employment Patterns; Policy Formation; State Surveys; *Teacher Employment; Teacher Recruitment; *Teacher Shortage; *Teacher Supply and Demand; *Trend Analysis
IDENTIFIERS- *Maryland

This report presents an overview of teacher supply and demand in the state of Maryland. Section I provides a description of the national debate about teacher shortages and raises the question of where imbalances in the supply and demand for teachers exist and how they may be rectified. In section II, the general purposes of the study are presented and analyzed, and the format of the report is outlined. The broad purposes of the study are to provide shortage information to the Maryland State Board of Education, provide teacher staffing information to educational policy makers, and to contribute to national efforts to collect supply and demand data. The third section presents a detailed account of the methodology that was used for the study. In section IV, the results of the study are discussed. Five shortage areas are identified: special education, mathematics, physical sciences, industrial arts, and trades and industry. The final section contains recommendations on courses of action that are directly implied by imbalances between supply and demand, and courses of action that are preventive in nature, based upon trend data appearing in the report. Data from the study are presented in tables. (JD)

ED 291 732 SP 030 002

Meade, Regina; Evertson, Carolyn M.
The Construction of Lessons in Effective and Less Effective Classrooms.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 62p.; This study was also supported by the Arkansas Department of General Education.
GRANT- NIE-G-83-0063
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Classroom Techniques; *Instructional Effectiveness; Learning Strategies; *Lesson Observation Criteria; Lesson Plans; Secondary Education; *Teacher Effectiveness; Teaching Methods
This study examined relationships among teachers' management effectiveness ratings, student achievement, social and academic participation structures, patterns of instructional sequencing, and teachers' contributions to thematic development in classroom lessons. Representative case samples were selected to explore effective and less effective management and instructional practices in four junior high school English classrooms. The cases were selected on the basis of identified differences among teachers on measures of observed management effectiveness and student achievement. Patterned differences across classrooms were identified in: (1) the demands placed on students to interpret subtle changes in their rights and obligations for participating; and (2) the development of a conceptual framework to guide academic participation and meaning construction processes. Rank order comparisons suggested that effective management is necessary, but not sufficient, to bring about student achievement gains. Implications are provided as a set of questions to guide instructional planning and reflection. (Author/JD)

ED 291 733 SP 030 003

Outside Evaluator Project.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Feb 88
NOTE- 23p.; Presented to the Joint Commission on Intergovernmental Operations, North Carolina General Assembly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Evaluation; *Classroom Observation Techniques; Elementary Secondary Education; *Evaluation Methods; *Evaluators; *Personnel Evaluation; *Program Implementation; Teacher Evaluation; Teacher Improvement
IDENTIFIERS- North Carolina

The Certified School Personnel Evaluation Pilot Program (Outside Evaluator Project) has two primary purposes. The first is to compare evaluations performed by persons employed by an agency other than the units to which they are assigned with evaluations performed by locally-employed personnel. The second purpose is to determine the effectiveness of an evaluation system that does not include immediate financial rewards for participants, but rather is designed to support improvements in the work performance of those who are evaluated. Nine local school administrative units in North Carolina are participating in the pilot project, three units evaluating teachers, three evaluating principals/assistant principals, and three evaluating both teachers and administrators. This report provides information on: (1) the implementation of the program; (2) research questions being pursued; (3) working arrangements between the Outside Evaluator Project and the local school units; (4) observation methods; and (5) evaluator training. Summaries are presented of procedures followed by the program participants. (JD)

ED 291 734 SP 030 004

Career Development Program.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Feb 88
NOTE- 42p.; Presented to the Joint Commission on Intergovernmental Operations, North Carolina General Assembly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Career Development; Elementary Secondary Education; Evaluation Criteria; *Pilot Projects; Program Evaluation; Program Implementation; Teacher Evaluation; *Teachers
IDENTIFIERS- *North Carolina; North Carolina Career Development Program

In July 1985, 16 local school units began participating in the North Carolina Career Development Program Pilot. This report provides information about activities in the pilot program during the school year 1986-87. During that period, the following major activities occurred: (1) 42 percent of the participating employees earned Career Status II; (2) a state-wide appeals procedure was developed and implemented; and (3) a plan for program self-study was developed. An analysis of the data indicated that evaluators within units rated teachers consistently during 1987-88. There were differences, however, in the ratings of teachers across units, indicating that a common understanding of the rating criteria did not exist across the state. The data also show that evaluators within 13 units changed their ratings as they became more experienced, with some lowering their ratings while others raised them. A summary of the progress of the units in moving toward the goal of implementing a valid and reliable evaluation is presented. The equity of the system is also discussed. Data from the study are presented in seven tables. (JD)

ED 291 735 SP 030 006

Grissmer, David W.; Kirby, Sheila Nataraj
Teacher Attrition: The Uphill Climb to Staff the Nation's Schools. R-3512-CSTP.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- ISBN-0-8330-0869-2
PUB DATE- Aug 87
NOTE- 106p.
AVAILABLE FROM- The RAND Corp., 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Data Collection; Elementary Secondary Education; *Employment Projections; *Faculty Mobility; *Policy Formation; Research Needs; Teacher Retirement; Teacher Shortage; *Teacher Supply and Demand
The purpose of this report is to develop a strategy for improving both national and state forecasts of future attrition rates. A theory of teacher attrition is developed that attempts to account for the disparate reasons for attrition, and to explain the patterns of attrition unique to each life cycle and career stage. Existing literature on teacher attrition and present attrition patterns from several states are selectively reviewed for the purpose of testing hypotheses derived from the theory of teacher attrition. Existing data available to support improved attrition models are reviewed, and recommendations are made for better use of these data. Finally, sampling and data collection strategies are identified that will improve the value of data collected in a future national survey. (JD)

ED 291 736 SP 030 009

Effective Programs Make Effective Schools.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- 87
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; Elementary Secondary Education; *Enrichment Activities; *Experimental Programs; *Improvement Programs; Inservice Teacher Education; Preservice Teacher Education; *Program Effectiveness; Validated Programs
IDENTIFIERS- North Carolina

This booklet provides a brief review of programs selected by school administrative units in North Carolina that received mini-grants, funded by the Department of Public Instruction Support Services Area and designed to enhance educational programs. These exemplary educational programs were made available through the National Diffusion Network (NDN). Subject areas among NDN programs are mathematics, science, and technology, including use of the computer. There are also programs in writing, reading, language arts, social studies, and programs for gifted and talented student. Some programs are designed to improve inservice and preservice education, adult education, and health and physical education. A brief introduction to the booklet describes the work of the NDN. This is followed by descriptions of the programs that include information on: (1) what the program is; (2) what it provides; (3) the program's effectiveness and expectations; and (4) the North Carolina schools currently using the program. (JD)

ED 291 737 SP 030 011

Public Elementary and Secondary School Revenues and Current Expenditures for Fiscal Year 1985: Final Tabulations, Revised. E.D. Tabs.

Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-88-036
PUB DATE- Mar 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Ancillary School Services; Average Daily Attendance; *Budgets; *Educational Finance; Elementary Schools; Elementary Secondary Education; Enrollment; *Expenditure per Student; *Public Schools; Secondary Schools; *State Federal Aid; State Surveys

This report presents final data on public elementary and secondary school revenues, expenditures, average daily attendance, and student membership for the 1984-85 fiscal year. It includes revenues by local, State, intermediate, and Federal sources and current expenditures by the categories of instruction, support service, and noninstructional services. Average daily attendance and student membership are shown as reported by the State education agencies from their administrative records. Financial figures for 50 states and the District of Columbia are listed in charts displaying their revenue sources, distribution by source, expenditures by function, and per pupil expenditure. (JD)

ED 291 738 SP 030 016

McGuire, Sandra L.
Health and Aging Curriculum Grade Level: Preschool-Third Grade.
PUB DATE- 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Age Differences; *Aging Education; Childhood Attitudes; Childrens Literature; *Curriculum Design; Developmental Stages; Early Childhood Education; *Instructional Materials; Reading Materials; *Thematic Approach

This curriculum on aging is designed to help promote positive attitudes toward age and aging among young children. It focuses on developing the concepts of: (1) aging is a natural and lifelong process of growing and developing; (2) old and young are similar in many ways; (3) older people are valuable and contributing members of society; (4) old and young can enjoy each other and learn from each other; (5) people need to plan for becoming older; and (6) people have much control over the older person they become. The curriculum does not focus on illness, disability and death. Those topics should be dealt with separately from aging education and are not synonymous with aging. Selected early children's literature plays a vital role in this curriculum. A book list used in the curriculum is given. The logo on the curriculum unit, an orange cat with the acronym K.A.T.S., stands for the "Kids Are Tomorrow's Seniors" program. This program was developed by the author to promote positive attitudes toward aging among children. Today's children are the senior citizens of tomorrow, and they need to be prepared for this later stage of growth and development. (Author)

ED 291 739 SP 030 026

Garland, Daniel J.; Barry, John R.
Personality and Performance in Intercollegiate Football.
PUB DATE- Aug 87
NOTE- 33p.; Paper presented at the Annual Convention of the American Psychological Association (New York, NY, 95th, August, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Athletes; *Football; Higher Education; *Leadership Qualities; *Performance Factors; *Personality Traits; Self Esteem; Student Characteristics
The present study, based on Chelladurai and Carron's (1978) multidimensional theory of leadership, sought to determine if selected personality traits and specific leader behaviors are predictive of performance in collegiate football. Prior to regular season competition, collegiate football players (N=272) from three southeastern United States universities completed Cattell's Sixteen Personality Factor (16 PF) questionnaire and the Leadership Scale for Sports (Perception Version). Following regular season competition, players were grouped by their coaches into one of three athetic performance categories (Regulars, Substitutes, and Survivors). It was found that the personality traits of extroversion, emotional stability, tough-mindedness, and group-dependence, along with the leader behaviors of training and instruction, democratic behavior, autocratic behavior, social support, and rewarding behavior were predictive of performance in collegiate football, independently and interactively. The findings are discussed in relation to Chelladurai and Carron's (1978) multidimensional theory of leadership. (Author)

ED 291 740 SP 030 027

Griffin, Patricia S.
Homophobia, Lesbians, and Women's Sports: An Exploratory Analysis.
PUB DATE- 29 Aug 87

NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 29, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Athletic Coaches; Elementary Secondary Education; Feminism; Higher Education; *Lesbianism; Physical Education Teachers; *Research Needs; *Sex Stereotypes; *Social Attitudes; *Womens Athletics
IDENTIFIERS- *Homophobia

In addressing the subject of lesbian athletes, this paper discusses some ways in which sport psychologists, researchers and clinicians may constructively approach the issues. These include: (1) understand one's own homophobia and how it affects clinical work as a sport psychologist by studying the growing body of literature on the topic; (2) conduct educational programs for athletes, coaches, and administrators focusing on issues of diversity among athetic participants, with sexual orientation a prominent factor being addressed along with race, gender, and class; (3) broaden perspectives to include addressing issues of social justice, prejudice, and discrimination in sport as they relate to sexual orientation; (4) use professional journals to educate colleagues and legitimize an open dialogue; (5) clarify the confusing misuses of terms related to the construction of gender in the literature; and (6) pursue research on the topics of homophobia in sport and experiences of lesbians and gay men in athletics. Opportunities for research are suggested. Thirty-two references are listed. (JD)

ED 291 741 SP 030 028

Ferrell, Susan; Howley, Aimee
Effective Teaching and the Teaching of Teachers: Reflections from Personal Experience.
PUB DATE- Feb 88
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Elementary Education; *Field Experience Programs; Higher Education; *Individualized Instruction; *Instructional Effectiveness; *Methods Courses; *Preservice Teacher Education; Teacher Behavior; Teacher Education Curriculum; *Teacher Education Programs; Teacher Effectiveness; Teaching Skills
This paper records the experiences of two teacher educators at a small liberal arts college who attempted to deliver instruction in ways that were designed to meet the needs of individual preservice students. The program was individualized for the students in three ways: (1) the pace of instruction was matched with the abilities of individual students; (2) meaningful clinical experiences were designed and delivered throughout the four-year undergraduate programs; and (3) effective teaching practices were modeled in the professional education courses. Certain innovations were based upon current research on effective teaching. Central to the program was an integrated methods course and courses in elementary reading and diagnostic/remedial reading. Teacher educators, preservice teachers, and public school personnel worked together intensively in field experiences in the schools. The program modifications were seen as a successful attempt at incoroporating effective teaching methods into higher education classrooms. (JD)

ED 291 742 SP 030 031

Craver, Samuel M., Ed.
Education: A Moral Enterprise. Proceedings of the Annual Meeting of the South Atlantic Philosophy of Education Society (32nd, Durham, North Carolina, October 16-17, 1987).
PUB DATE- Feb 88
NOTE- 180p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Censorship; *Educational Philosophy; Elementary Secondary Education; *Ethical Instruction; Intellectual Freedom; International Relations; *Moral Values; *Religious Differences; *Value Judgment

The following papers were presented at this meeting: (1) "The Moral Import of the Concept of Education" (Robert D. Heslep) Response: J. Gordon Chamberlin; (2) "Religion and Public Education: Formulating a Rational Legacy" (William F. Losito) Response: James W. Garrison; (3) "Using Scientific Logic To Reconcile Theism and Secular Humanism as Religions" (Tom Hawkins) Response: David Kennedy; (4) "VIsion and Person in Teacher Renewal" (Jon A. Rinnender) Response: Cheryl Southworth; (5) "Teaching Justice through Classic Texts: The Coppin-Hopkins Humanities Program in the Baltimore City Schools" (John Furlong and William Carroll) Response: Anthony G. Rud, Jr.; (6) "A Theater of Memory: Viro's View of Personal Identity" (Thomas O. Buford) Response: John R. Scudder, Jr; (7) "Teaching Cooperation" (Richard J. McGowan) Response: Beatric Sarlos; (8) "Censorship and the Right To Read" (Susan O'Brien and Joseph O'Brien); (9) "On the Horns of a Moral Dilemma: An Anatomy of the Hawkins County, Tennessee, Textbook Controversy" (J. Hamilton Hoit and Elizabeth Hoit-Thetford); (10) "Is it Always Moral To Raise Levels of Moral Judgment? (Mary I. Yeazell and Julie Tasker); (11) "Predicate Conditions for Moral Education" (Virgil S. Ward); (12) "In Praise of Illiteracy" (Joseph Di Bona); (13) "Moral Education: Ignorance and Stupidity" (Rocco Porreco); (14) "Erikson and Rogers with Kohlberg: Stange Bedfellows" (Virginia S. Wilson and James A. Litle); (15) "Understanding the Soviet Union: A Method of Fostering Peace" (Carl W. Holland) Response: John B. Haynes; and (16) "Standards for Ethical Teaching: Are Teachers' Personal Lifestyle Choices Foreclosed?" (Bruce Beezer) Response; Neale H. Mucklow. (JD)

ED 291 743 SP 030 032

Swan, Edward T.; And Others
The Effects of Teachers Teaching Teachers, an Indiana Staff Development Model, on Educator Attitudes and Beliefs.
PUB DATE- 20 Feb 88
NOTE- 35p.; Paper presented at the Annual Conference of the American Association of School Administrators (Las Vegas, NV, February 19-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; Elementary Secondary Education; *Peer Teaching; *Professional Development; *Program Effectiveness; *Staff Development; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Behavior
IDENTIFIERS- *Teachers Teaching Teachers
The purpose of this study was to determine the effect Teachers Teaching Teachers, a staff development project incorporating peer coaching methods, had on public school educators' attitudes and beliefs toward various personal and professional components. Forty-four teachers, administrators, and other school personnel participated in the Teachers Teaching Teachers project from February, 1986, to May, 1987. All project participants were given eight separate pretest and posttest versions of both the Likert Bipolar Attitude Inventory and Osgood's Semantic Differential Scale. Mean pretest and posttest scores were compared to determine project effectiveness. The results indicated that pretest-posttest gains were obtained in seven of the eight desired outcomes, four of these were significant. One measure showed a decrease in posttest score, but this difference was not significant. Overall, the results supported the effectiveness of Teachers Teaching Teachers in enhancing educator attitudes and beliefs. Copies of the instruments are appended. (Author/JD)

ED 291 744 SP 030 047

Richardson-Koehler, Virginia; Fenstermacher, Gary
The Use of Practical Arguments in Staff Development. A Study of Teachers' Research-Based Instruction of Reading Comprehension.
Arizona Univ., Tucson. Coll. of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adoption (Ideas); *Attitude Change; Classroom Techniques; Elementary Secondary Education; *Improvement Programs; Program Development; *Research Utilization; *Staff Development; *Teacher Attitudes

It is suggested in this paper that practical arguments can be used in teacher education and staff development programs to introduce teachers to research-based practices. Practical arguments consist of three types of premises--value, empirical, and situational--that conclude with an action, or an intention to act. Such arguments are a useful way to think about the ways teachers can use research results as evidence, as information, and as sources of insight for them to consider along with their own experiences. A staff development process based on practical argument elicitation can help a teacher bring together, organize, and analyze a set of premises that provide rationale for an action, and examine them in relation to research. An example is given of the use of practical arguments in changing beliefs and practices. A description is presented of a teacher education model currently being developed as part of the Reading Instruction Study that will use belief interviews, videotaping, group practical argument elicitation, and current research discussions to change teaching practices. The purpose of this model program is to provide teachers with a way of examining their practice in relation to their classroom goals and also to explore their premises about reading, students, and teaching. (JD)

ED 291 745 SP 030 063

Smith, S. Harold; McLean, Daniel D.
ABC's of Grantsmanship.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.
REPORT NO.- ISBN-0-88314-337-2
PUB DATE- 88
NOTE- 119p.
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation, and Dance Publications, P.O. Box 704, Waldorf, MD 20601 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Fund Raising; *Grantsmanship; Program Budgeting; *Program Proposals; *Recreational Programs; *Recreation Finances; State Aid
This book is written for the parks and recreation practitioner and the municpal manager who has the overall responsibility for program operations and for preparing proposals for external funding. The marketing plan targets such groups as the municipal director of parks and recreation, city managers, outdoor recreation specialists, and nature center directors. Subjects discussed include locating funding sources, applying for funding, writing the proposal, submitting the proposal, and administering the project. Sample grant applications and a list of state liaison officers for land and water conservation fund monies are appended. (JD)

ED 291 746 SP 030 064

Levy, Fran J.
Dance/Movement Therapy. A Healing Art.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Dance Association.
REPORT NO.- ISBN-0-88314-380-1
PUB DATE- 88
NOTE- 354p.; Photographs will not reproduce well.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dance Therapy; Elementary Secondary Education; *Movement Education; *Physical Therapy; Self Expression; *Therapeutic Recreation

This book examines the field of dance therapy from its inception in the 1940's to the present. A detailed analysis is conducted of the theory and practice of the major pioneers. The book covers biographical reports and the influence of many dance therapy leaders. Laban Movement Analysis (LMA) is discussed as well as dance therapy in specific patient/client settings. Appended are: (1) listing of survey repondents; (2) information on the American Dance Therapy Association; and (3) the Dance Therapy questionnaire. A 34-page bibliography is included. (JD)

ED 291 747 SP 030 066

Bruya, Lawrence D., Ed.; Langerdorfer, Stephen J., Ed.
Where Our Children Play. Elementary School Playground Equipment. Volume I.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.
REPORT NO.- ISBN-0-88314-390-9
PUB DATE- 88
NOTE- 258p.; For Volume II, see SP 030 067.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accident Prevention; Elementary Education; Equipment Evaluation; *Equipment Maintenance; *Equipment Standards; Legal Responsibility; National Surveys; *Playgrounds; *School Safety
The articles in this monograph reflect the findings of a national survey that assessed the condition and needs of elementary school playground equipment. The following articles are presented: (1) "The Committee on Play and Its Mission" (D. Thompson); (2) "The National Survey of Elementary School Playground Equipment" (L. Bowers); (3) "Results of the Survey" (L. Bowers and L. Bruya); (4) "Location, Accessibility, and Equipment on Playgrounds" (S. Wortham); (5) "Slides, Swings and Climbing Equipment" (D. Thompson); (6) "Rotating, Spring Rocking, and See Saw Equipment" (S. Langendorfer); (7) "Sand Area, Wading Area, Signs, Trees & Pathways" (L. Bruya); (8) "Twenty-one Conclusions: Seventeen Safety Problems" (L. Bowers and L. Bruya); (9) "Our Nation's Playgrounds: In Need of Help" (D. Thompson); (10) "Teacher Preparation: Guidelines for Safe Play" (P. Lowe); (11) "Development Neglected on Hand-Me-Down Playgrounds" (S. Wortham); (12) "Negligence: Safety from Falls Overlooked" (J. Beckwith); and (13) "The New Challenge: Playground Upgrades" (L. Bruya). The following appendices are included: (1) Mission Statement for the Committee on Play; (2) National Elementary School Playground Equipment Survey; (3) Trained Volunteer Survey Administrators; (4) Playground selection process; and (5) The Playground Assessment (PEA) revised instrument. (JD)

ED 291 748 SP 030 067

Bruya, Lawrence D., Ed.
Play Spaces for Children: A New Beginnning. Improving Our Elementary School Playgrounds. Volume II.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.
REPORT NO.- ISBN-0-88314-391-7
PUB DATE- 88
NOTE- 248p.; For Volume I, see SP 030 066.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Athletic Equipment; *Design Requirements; Elementary Education; Equipment Maintenance; *Equipment Standards; Legal Responsibility; *Outdoor Activities; Playground Activities; *Playgrounds; *School Safety
The articles in this book offer ideas that could be used to initiate a plan of action designed to change elementary school playgrounds. They provide a broad scope of information needed for adequately providing for the needs of children who play on school playgrounds. The following articles are presented: (1) "Child Development and Playgrounds" (J. Frost); (2) "Playground Design: A Scientific Approach" (L. Bowers); (3) "Playground Equipment: A Designer's Perspective" (J. Beckwith); (4) "Developing Responsibility of Children for Playground Safety" (P. Lowe); (5) "Teacher Commitment to Playground Safety" (L. Bruya); (6) "A System To Establish Playground Safety in the School" (E. Warrell); (7) "Project OLE': Outdoor Learning Environment for Children" (D. Sommerfeld and C. Dunn); (8) "Legeplads of Arhus: A 'Playspace' Concept from Denmark" (S. Green); (9) "New Concepts in Playstructures from the Commercial Sector" (J. Beckwith); and (10) "A System To Manage the Risk of Lawsuit" (L. Bruya and J. Beckwith). (JD)

ED 291 749 SP 030 068

Gill, Diane L., Ed.; Clark, Jane E., Ed.
Abstracts of Research Papers 1988. Papers presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Kansas City, MO, April 7-10, 1988).
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
REPORT NO.- ISBN-0-88314-382-8
PUB DATE- 88
NOTE- 294p.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- *Abstracts; Adapted Physical Education; Athletics; Elementary Secondary Education; *Exercise Physiology; Health Education; Higher Education; *Medical Research; Outdoor Education; *Physical Education; *Physical Fitness; Physical Health; Program Development; Sex Education
Abstracts of papers accepted for presentation in the Research Consortium sessions of the 1988 American Alliance for Health, Physical Education, Recreation and Dance Convention in Kansas City, Missouri, are published in this volume. Abstracts of presentations made in the symposia are presented first, followed by those in the free communication sessions, and finally those in the poster sessions. The presider for each session is listed in the table of contents. The date and time of presentation are listed in the lower left hand corner of each abstract. (Author/JD)

ED 291 750 TM 011 035

Blust, Ross S.
Selection, Deployment, and Use of Quality Indicators in Pennsylvania.
PUB DATE- Apr 87
NOTE- 64p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; Cognitive Measurement; *Educational Assessment; *Educational Planning; Quality Control; State Programs; Statewide Planning; *Student Characteristics; Student Educational Objectives; Student Motivation; Testing Programs
IDENTIFIERS- *Indicators; *Pennsylvania Educational Quality Assessment
This paper reviews the process employed in Pennsylvania to develop, refine, select, and implement educational indicators at the state level as part of a state testing program. The indicators are used to provide meaningful comparative information for analysis and planning, to encourage school employees to make productive curricular or organizational changes, and to provide predicted scores for selected cognitive and affective student measures. Means by which the indicator data are reported to school districts are presented, and whether the indicator data were used at the local level is investigated. The selection and refinement of the indicators has taken place over an 18-year period. Currently, over 60 indicators are in use within the state program. Consideration is given to the alteration or replacement of the indicators for use within a national indicator system. Tabulated data and a descriptive tabular listing of indicator condition variables are

appended. (TJH)

ED 291 751 TM 011 036

Morgan, Gary Joe
The Rosenberg Self-Esteem Scale as a Predictor of the Extra-Curricular Activities of Summer College Freshmen.
PUB DATE- Jul 81
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Athletics; Clubs; *College Freshmen; *Extracurricular Activities; Higher Education; Predictive Measurement; Predictive Validity; *Self Esteem; Social Desirability; Social Networks; Student Participation; Test Validity
IDENTIFIERS- Likert Scales; *Rosenberg Self Esteem Scale
This is a study of the validity of the Rosenberg Self-Esteem Scale in predicting first-year student involvement in extracurricular social and athletic activities during the 1981 summer session at Bowling Green State University in Ohio. A total of 14 males and 13 females completed the Rosenberg Scale and an 8-item questionnaire concerning their participation in extracurricular activities. When the Rosenberg Scale was scored using a Likert-type method, significant correlations appeared among the self-esteem score, the number of new friends met at college, and the number of social functions and contacts subjects had during an average week. No correlation was found between self-esteem and membership in clubs and organizations or extracurricular athletic activities. Since the study used such a small number of summer quarter first-year students, who were not necessarily representative of first-year college students as a population, the results cannot be generalized to all first-year students. Further study of the use of Likert-type instruments to control for social desirability among subjects is recommended. (TJH)

ED 291 752 TM 011 037

Risner, Gregory P.
Cognitive Levels of Questioning Demonstrated by Test Items That Accompany Selected Fifth-Grade Science Textbooks.
PUB DATE- May 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Measurement; Cognitive Tests; Comprehension; Critical Thinking; *Elementary School Science; *Grade 5; Intermediate Grades; *Item Analysis; Knowledge Level; Questioning Techniques; *Science Tests; Test Items; *Textbook Evaluation; Textbooks
IDENTIFIERS- *Blooms Taxonomy; Higher Order Skills
This study sought to determine the cognitive levels of questioning of end-of-chapter test items accompanying selected fifth-grade science textbooks. The extent to which test items emphasized high level questioning and significant differences among texts in the distribution of knowledge and above-knowledge-level test items were also investigated. Data were derived from 500 test items randomly selected from five most widely used fifth-grade science textbooks in Alabama, California, Tennessee, and Texas. Three raters classified the items according to Bloom's six major taxonomic categories. Collectively, 304 items were judged as assessing knowledge, 169 as assessing comprehension, 26 as application items, and one as an evaluation item. Implications derived from the findings of this research are based on two assumptions that: (1) the use of higher order questions stimulates critical thinking; and (2) tests that accompany textbooks are important guides to instruction and evaluation. In general, it appears that high-order thinking skills are not elicited by end-of-chapter tests in science textbooks and that ready-made tests, which accompany science textbooks, tend to become guides for instruction as well as evaluation. An 87-item reference list concludes the document. (TJH)

ED 291 753 TM 011 038

Program Evaluation Guide.
Florida State Dept. of Education, Tallahassee. Early Childhood and Elementary Education Section.
PUB DATE- 85
NOTE- 40p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Criterion Referenced Tests; *Educational Assessment; Educational Innovation; Formative Evaluation; Norm Referenced Tests; Observation; Pretests Posttests; *Program Evaluation; Questionnaires; Rating Scales; Summative Evaluation
IDENTIFIERS- Florida

Guidelines for evaluation of school programs in the State of Florida are presented. The purpose of evaluation is to modify the content and method of instruction, provide information to decision-makers and the public, provide feedback to participants, and determine criteria for program success. The optimal evaluation design for either innovative or reference programs is the pre-test/post-test design. Instruments that may be used in evaluation include tests (norm-referenced, criterion-referenced, or objective-referenced), rating scales, questionnaires, and observation forms. The types of data generally collected include summative product data, formative or process data, and context data. Other evaluation issues are associated with data-collection procedures, data analysis, monitoring quality, reporting findings, and use of findings. Four instruments for use as resource tools in planning and implementing the evaluation process are appended; (1) a program evaluation planning form; (2) a checklist of the major steps in developing an evaluation plan; (3) selecting norm-referenced tests; and (4) the Evaluation Checklist. (TJH)

ED 291 754 TM 011 039

Stanley, Julian C.
Study of Mathematically Precocious Youth (SMPY). Summary of Points Made in the Symposium.
PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Placement; Aptitude Tests; College Entrance Examinations; *Mathematics Achievement; *Sex Differences; *Standardized Tests; *Test Bias
IDENTIFIERS- Graduate Record Examinations; *Study of Values
This paper is an overview of some points made at the Annual Meeting of the American Educational Research Association in April of 1987. Gender effects were computed on 82 nationally standardized tests designed to determine precocity among youth. The effect sizes ranged from a magnitude of 0.50 (favoring females) for spelling in grade 12 on the Differential Aptitude Tests (DATs) to 0.89 (favoring males) for mechanical reasoning on the DATs in grade 12. The largest effect size on any of the other 80 tests was 0.76 (favoring males) for the advanced examination in political science of the Graduate Record Examinations. The results of this research indicate that there was a strong tendency for tests taken mainly by males to yield the largest effect sizes favoring males and for tests taken mainly by females to yield small effect sizes, some of which favored females. All of the tests examined, except the DATs, are used primarily for selection or awarding of advanced standing in college. Although research indicates that girls and young women tend to be better students than do boys and young men, female students tend to be outperformed by male students on most standardized tests. Study results also indicate that women seem more oriented toward social, aesthetic, and religious subject matter, while men seem more interested in science, practicality, conspicuous consumption, power, and control. The Allport-Vernon-Lindzey inventory of evaluative attitudes might help researchers understand females' preferences and subject-matter orientations. (TJH)

ED 291 755 TM 011 040

Feldt, Leonard S.; And Others
Statistical Tests and Confidence Intervals for Cronbach's Coefficient Alpha. Iowa Testing Programs Occasional Papers Number 33.
Iowa Testing Programs, Iowa City.
PUB DATE- Oct 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Confidence Testing; *Measurement Techniques; Sampling; *Statistical Analysis; *Test Reliability
IDENTIFIERS- *Confidence Intervals (Statistics)
Rigorous comparison of the reliability coefficients of several tests or measurement procedures requires a sampling theory for the coefficients. This paper summarizes the important aspects of the sampling theory for Cronbach's (1951) coefficient alpha--a widely used internal consistency coefficient. This theory enables researchers to test a specific numerical hypothesis about the population alpha and to obtain confidence intervals for the population coefficient. It also permits researchers to test the hypothesis of equality among several coefficients, either under the condition of independent samples or when the same sample has been used for all measurements. The procedures are illustrated numerically, and the assumption and derivations underlying the theory are discussed. (Author)

ED 291 756 TM 011 041

Hughes, Thomas M.; And Others
The Prediction of Teacher Burnout through Personality Type, Critical Thinking, and Self-Concept.
PUB DATE- Nov 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Graduate Students; Higher Education; Personality Measures; *Personality Traits; Predictive Measurement; Regression (Statistics); Self Concept; Self Evaluation (Individuals); *Teacher Burnout; Teacher Characteristics; Teacher Response
IDENTIFIERS- Maslach Burnout Inventory; Myers Briggs Type Indicator; Tennessee Self Concept Scale; Watson Glaser Test of Critical Thinking
A study involving 9 male and 109 female graduate students in educational psychology, who are or have been teachers, was conducted to investigate the relationship between teacher burnout and personality type, self-perceptions, and critical thinking ability. Subjects included 23 blacks and 95 whites, and the mean age of the sample population was 34.12 years. Three types of burnout--emotional exhaustion, depersonalization, and personal accomplishment--were measured by the Maslach Burnout Inventory, and three standardized tests were used to yield independent or combined predictions of stress factors: (1) the Watson-Glaser Test of Critical Thinking; (2) the Myers-Briggs Type Inventory; and (3) the Tennessee Self-Concept Scale. Regression analyses and analyses of variance were performed to yield any available predictors and to validate the significance of their prediction. Results provide significant predictive associations between teacher stress and specific variables related to personality type, demographics, and perceptions of the self. A more salient finding was that teachers with higher self-concepts and extraverted and sensing personality types were more resistive to stress and more likely to maintain a sense of personal accomplishment while working under pressure. Conversely, it was found that teachers with personalities weighted toward the feeling and perceptual type were significantly more likely to suffer from stress. (TJH)

ED 291 757 TM 011 042

Kirby, Peggy C.; Oescher, Jeffrey
Testing for Critical Thinking: Improving Test Development and Evaluation Skills of Classroom Teachers.
PUB DATE- Nov 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Measurement; *Critical Thinking; Evaluative Thinking; High Schools; *Item Analysis; Material Development; *Mathematics Tests; *Science Tests; Secondary School Mathematics; Secondary School Science; Teacher Characteristics; *Teacher Made Tests; *Test Construction
A study was made to determine characteristics of teacher-composed classroom tests, with emphasis placed on describing the levels of knowledge addressed by the test items. In this preliminary investigation, 19 mathematics and 16 science teachers working in 4 high schools in a mixed suburban/rural school district were asked to: (1) complete a brief instrument describing the format, objectives, analysis, and uses of their tests as well as their level of confidence in their testing skills; and (2) supply the researchers with their most recently administered unit or quarter examination. A rating form was devised to analyze a sample of teacher-composed tests. Interrater agreement for a sample of the tests ranged from 90 to 100 percent. Teachers' perceptions of the levels of knowledge addressed by their test items were compared to the researchers' actual ratings by means of t-tests or mean differences with the alpha levels adjusted using Bonferroni's formula. Multivariate analyses of variance were used to examine the main effects of school and subject taught on the percentage of items addressing each level of knowledge. Results provide insights into teachers' perceived purposes for testing, construction of test items, cognitive levels tested, overall test presentation, and confidence in testing skills. Major weaknesses discovered include a tendency to test at low cognitive levels, flaws in construction of individual test items, and inadequate instructions. Study data are presented in seven tables. (TJH)

ED 291 758 TM 011 043

Smith, Helen C.
The Write a Sentence Test.
PUB DATE- Nov 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Capitalization (Alphabetic); English Instruction; Grammar; Punctuation; Scoring; *Sentences; Sentence Structure; *Student Writing Models; Syntax; *Writing Evaluation; Writing Skills
IDENTIFIERS- *Write a Sentence Test
The "Write a Sentence Test" was developed for use in the evaluation of student writing abilities in association with a project in Memphis, Tennessee. This paper discusses ways of administering and scoring the test, decisions concerning modification of the test, and experiences when the test was administered to sample subjects. All forms of the test, directions for scoring the test, and accompanying data sheets are presented. The test provides scores for capitalization, punctuation, grammar, and syntax. Problems encountered in scoring for capitalization and punctuation concern

variation in sentence complexity level across student responses. Disagreements among English teachers concerning punctuation were found to result in scoring difficulties. With regard to the grammar and syntax scores, sample teachers complained that derivation of the scores was too time consuming. Improper responses by students constituted yet another problem. Changes in the test following its administration included dictation of sentences for deriving capitalization and punctuation scores, use of holistic grading of essays for derivation of grammar-syntax scores, and elimination of papers of students responding improperly. (TJH)

ED 291 759 TM 011 044

Hoffman, Lee McGraw
Spoonfeeding, Handfeeding, Forcefeeding, and Feedback: Identifying Manipulable Variables in Evaluation Utilization. Definitions and Models in Evaluation Use.
PUB DATE- Oct 87
NOTE- 18p.; Paper presented at the Annual Conference of the American Evaluation Association (Boston, MA, October 16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; *Evaluation Utilization; Models; Research Utilization
IDENTIFIERS- *Descriptive Method; Manipulable Variables
This paper attempts to define evaluation use and manipulable variables related to it. Approaches to defining evaluation use have included typologies inventorying kinds of evaluation use, threshold criteria defining accepted levels of evidence, construct or operational definitions, and dependence on the perspective of the decision maker. None of these approaches is found to be satisfactory. Within models of evaluation use, the concept is conceived as a dependent variable, and much of the literature constitutes an attempt to identify the factors that act as independent variables in their relation to use. Descriptive models are often structured around components of an evaluation and its setting. Explanatory models, of which there do not seem to be many in the literature of evaluation use, include those developed by A. J. Meltsner (1976), R. D. Brown et al (1984), and G. E. Hall (1981). An effective model of manipulation should have the following characteristics: (1) open-mindedness in defining use as well as non-use and misuse; (2) conceptualization of evaluation use as a process; (3) inclusion of relevant components and their interrelationships; (4) treatment of manipulable and non-manipulable variables; (5) central focus on the interaction of factors; and (6) reduction of variables as much as possible. (TJH)

ED 291 760 TM 011 045

Nevo, Baruch; And Others
Psychometric Entrance Examinations for the Universities in Israel. English Edition.
National Inst. for Testing and Evaluation, Jerusalem (Israel).
PUB DATE- 87
NOTE- 251p.; Beth Uval translated the English edition.
AVAILABLE FROM- National Institute for Testing and Evaluation, P.O. Box 26015, 91260 Jerusalem, Israel (also available in French, Spanish, Arabic, and the original Hebrew).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Aptitude Tests; Cognitive Measurement; *College Entrance Examinations; Foreign Countries; Mathematics Tests; Occupational Tests; Psychological Testing; *Psychometrics; Test Coaching; Test Construction; Test Use; *Test Wiseness; Timed Tests; Verbal Tests
IDENTIFIERS- *Israel; National Institute for Testing Evaluation (Israel)

This book is intended primarily for persons about to take the university psychometric entrance examination in Israel, particularly those who want more information than is provided in the standard explanation booklets. The book can also be used by candidates for employment in the public or private sector who are required to take psychological tests. After covering the theoretical background of the tests, test experience is provided for candidates who have never taken such a test. The book makes the test more familiar, reducing tension and anxiety. More specifically, topics covered include the nature of a psychological test, uses of psychological tests, types of psychological tests, basic concepts of psychometric testing theory, construction of psychometric tests, advice for taking psychometric examinations, examples of psychometric tests, and sample tests. Test forms covered in the examples include verbal tests, forms tests, numerical-quantitative tests, and English tests. Five types of psychometric entrance tests in Israel are appended. (TJH)

ED 291 761 TM 011 046

Moilanen, Carolyn
Italic Handwriting in the Portland Public Schools. 1985-86 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Sep 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Handwriting; Program Evaluation; Teacher Response; Writing Exercises; *Writing Instruction; Writing Skills
IDENTIFIERS- *Italic Handwriting Series; Portland School District OR
The Italic Handwriting Series developed for public schools in Portland, Oregon, emphasizes a continuous flow in handwriting development and instruction and is designed to allow a more natural transition from print to cursive. Italic writing was first implemented during 1983-84 at the kindergarten through fourth-grade levels, with an additional grade-level implementation occurring during successive years. A three-year evaluation study examined the effects of italic handwriting instruction on students' handwriting legibility. The program, which includes a staff training component, concentrates on joins between letters rather than on changes in letter formation that characterize more conventional handwriting programs. Legibility criteria included shape, slope, size, and space. The evaluation study presents program outcomes for the 1985-86 school year, as well as a summary of all 3 years of the italic adoption implementation. Fall and spring handwriting papers were collected from students in grades 3, 4, and 5 and the 9 sample schools. A teacher survey was also conducted. Analysis of the student writing papers and teacher feedback indicate that the general legibility of student handwriting has declined over the 3-year period, but teachers generally were positive about the program, though each year of implementation saw a slight increase in the number of teachers who wanted to drop it. A description of the "Italic Handwriting Series" materials and scope and sequence is appended. (TJH)

ED 291 762 TM 011 047

Leitner, David
Portland Public Schools, OR. Research and Evaluation Dept.
ECIA Chapter 1 Program Improvement Project in the Portland Public Schools. 1986-87 Evaluation Report.
PUB DATE- Sep 87
NOTE- 34p.; Appendix B contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Educational Development; Elementary Secondary Education; *Formative Evaluation; Program Implementation; *Program Improvement; Technical Assistance
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Oregon (Portland)
The Chapter 1 Program Improvement Project of the Portland (Oregon) Public Schools was designed to provide technical assistance to schools in order to facilitate program change and improve student achievement. The project was a joint effort by the Technical Assistance Center of the Northwest Regional Educational Center and the Portland District Chapter 1 Office. Program improvement was presented in a workshop series, relying on communication of the following seven-step process: (1) profiling program performance; (2) setting a goal; (3) assessing program attributes; (4) choosing a target area for improvement; (5) planning implementation; (6) implementing the plan; and (7) evaluating change. School programs were planned and implemented by school leadership teams consisting of the principal, a Chapter 1 coordinator, a regular classroom teacher, and a member of the District Chapter 1 Office or evaluation staff. Each project school chose a target area for program improvement from a list of 13 attributes of effective schools. Evaluation of formative data and participant opinions indicated that participants were enthusiastic about the project and wanted it to continue. Evaluation instruments are appended. (TJH)

ED 291 763 TM 011 048

Yagi, Kan
ECIA, Chapter 1 Early Childhood Education Program in the Portland Public Schools. 1986-87 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Aug 87
NOTE- 45p.; For the 1985-86 Evaluation Report, see ED 281 875.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Art Education; Childrens Art; Educational Assessment; English Instruction; Mathematics Curriculum; Montessori Method; Music Education; *Preschool Education; *Program Evaluation; Psychomotor Skills; Speech Therapy; Technical Assistance
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Project Head Start
The Portland Chapter 1 Early Childhood Education Program is one of three arrangements in the district to offer education for preschool children. Together, the programs enrolled 1,500 students during 1986-87. Although there are some differences among programs, the one located at Renton School is typical of most. It consists of 3 classrooms, each holding a morning and an afternoon session of 2.5 hours each, with each session having the capacity for 20 students. Each classroom is staffed with a certified teacher and an aide. Other professional staff who were involved included the principal, program coordinator, speech therapist, and community agent. Program costs amounted to approximately 2,000 dollars per year per child. The curriculum covered language, math, small and large motor functions, art and music, and personal and social development. Program activities alternated between large and small group contexts, with student movement around the classroom quite unrestricted except during direct instruction. Many of the techniques replicated those of the Headstart Program and the Montessori method. Data obtained via a rating form containing a large sample of the skills taught in the seven skill areas and via follow-up of children who completed the program indicate that the program helps children master skills and that replication of the program across years has been consistent. Evaluation instruments are appended. (TJH)

ED 291 764 TM 011 049

Jordan, Samuel, Jr.
Assessment of Standardized Tests Scores and the Black College Environment.
PUB DATE- Mar 87
NOTE- 9p.; Paper presented at the Southern Conference on Afro-American Studies (Jackson, MS, March 27-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Colleges; *College Entrance Examinations; College Environment; Higher Education; Scores; *Standardized Tests; Test Bias
IDENTIFIERS- ACT Assessment; American College Testing Program; National Teacher Examinations; *Scholastic Aptitude Test; United Negro College Fund
This presentation is a review of the literature on the assessment of standardized test scores in black colleges. Divergent points of view exist relative to the misuse and use of standardized test scores for the sole purpose of admission of black students. Some misuses of the American College Test (ACT) and Scholastic Aptitude Test (SAT) are noted, and an assessment report on the use of standardized tests by the United Negro College Fund (UNCF) is reviewed. The UNCF study revealed that 80% of the responding black colleges require standardized test scores for entering freshmen, but 92% of these used the scores for placement purposes only (i.e., largely to keep students after admission) rather than for admissions purposes. The UNCF report made several recommendations with regard to standardized tests and black students: (1) black colleges should systematically collect and examine information on how test scores function for their particular student population; (2) black colleges should institute new programs and reorganize existing resources to improve test scores and instill confidence in its students about test taking; and (3) each black college must make a serious commitment to remedying at least one aspect of the testing problem and make that commitment clear to all in the institution. One historically black college experienced a change in its students' high failure rate on standardized tests when it instituted the following changes with regard to testing and test preparation: (1) it developed a faculty support system; (2) it evaluated the correlation of content, item type and format, and cognitive level on the ACT, SAT, and National Teacher Examinations (NTE); (3) it developed an advanced testing seminar; (4) it administered NTE-like pre- and post-tests to sophomores and juniors; and (5) it scheduled tutoring sessions. Though this review cites divergent points of view with regard to the use and misuse of standardized test scores of black students, it is emphasized that the black colleges must provide the necessary supportive leadership and innovative programs to insure that their students are exposed to the characteristics of standardized tests, for they are a reality of life. (TJH)

ED 291 765 TM 011 050

Suarez, Yolanda; And Others
The Cognitive Bias Questionnaire: An Outcome Measure in the Treatment of Depression.
PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Depression (Psychology); *Outcomes of Treatment; *Psychoeducational Methods; Questionnaires; *Self Evaluation (Individuals)
IDENTIFIERS- *Cognitive Bias Questionnaire
The Cognitive Bias Questionnaire (CBQ) was assessed as an outcome measure in the treatment of depression in a study involving 20 depressed and 20 non-depressed female subjects. The role of depressive distortion in the maintenance or stabilization of depression was also examined. Subjects were randomly assigned to one of four groups: depressed-treatment, depressed-control, non-depressed-treatment, and non-depressed-control. The treatment for depression that was used involved a precision teaching model to alter proportional rates of positive self statements without targeted modification of the thinking process. Specifically, the procedure involved teaching subjects to generate a list of 30 positive adjectives to be rehearsed and recalled during a predetermined "test" time. The CBQ was administered to all subjects before and after treatment. The results indicate that: (1) depressed subjects showed higher frequencies of depressed distorted and depressed non-distorted responses and lower frequencies of non-depressed non-distorted responses; (2) non-depressed distorted responses were not relevant to the level of depression; and (3) the treatment did not significantly alter these responses. (TJH)

ED 291 766 TM 011 051

Greene, Jennifer C.
Participatory Evaluation and the Evaluation of Social Programs: Lessons Learned from the Field.
PUB DATE- Apr 86
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Participation; Participative Decision Making; Policy Formation; *Program Evaluation; *Social Science Research
IDENTIFIERS- *Participatory Evaluation; *Stakeholder Evaluation
Issues associated with involvement of social program participants in program evaluation are analyzed. Although there seems to be a broad consensus of the need for participatory evaluation, the proposed rationales and concomitant benefits to evaluation practice appear to be quite diverse. Key issues include the rationale for "stakeholder" participation, definition of the "stakeholder," definition of meaningful participation, types of evaluation and evaluation settings most appropriate for participatory approaches, roles of the participatory evaluator, and costs of participatory evaluation. Each issue is analyzed, and prescriptive upshots of the analysis are outlined. Viewing the optimal scientific process as democratic, one realizes that participatory approaches to program evaluation can fill one important niche in the desired linkage between social science and social policy/program delivery. (TJH)

ED 291 767 TM 011 052

Halpin, Glennelle; And Others
A Study of the Validity and Reliability of the Adult Career Concerns Inventory.
PUB DATE- Nov 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Change; Career Choice; *Career Development; Career Exploration; Career Planning; *Psychometrics; Readiness; Test Reliability; *Test Validity; *Vocational Maturity
IDENTIFIERS- *Career Concerns Inventory; Career Development Inventory
A study was designed to investigate the validity and reliability of the adult Career Concerns Inventory, which assesses career concerns of adults of any age and occupation. Subjects, 4 male and 165 female students (ages 23 to 62) enrolled in the graduate nursing program at a southern university, were administered the adult Career Concerns Inventory (CCI) and the Career Development Inventory (CDI), which assesses the readiness of respondents to make sound vocational choices. The CCI focuses on the planfulness and exploration of D. E. Super's model of vocational or career maturity; it assesses exploration, establishment, maintenance, disengagement, and career change. The CDI is a multidimensional inventory focusing not only on the planning and exploration dimension of Super's model, but also on the additional dimensions of decision-making and information about the world of work. Data from responses underwent canonical correlation, stepwise multiple-regression analysis, and Pearson correlation and alpha reliability coefficients. Results support the validity of the CCI as a psychometric instrument. However, the CCI should be used in conjunction with other measures, such as the CDI. (TJH)

ED 291 768 TM 011 053

Stufflebeam, Daniel L.
Standards of Practice for Evaluators.
PUB DATE- Apr 86
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Codes of Ethics; *Educational Assessment; Evaluation Utilization; Personnel Evaluation; Professional Personnel; Reliability; *Standards; Validity
IDENTIFIERS- *Joint Committee on Standards for Educ Evaluation; *Standards for Evaluation Educ Prog Proj Materials
The state of the "Standards for Evaluation of Educational Programs, Projects, and Materials" is discussed. The standards were designed by a 17-member Joint Committee on Standards for Educational Evaluation to insure an ethical approach to the evaluation of educational programs and personnel. There are four major categories of standards. Utility standards are intended to guide evaluations so that they will be informative, timely, and influential. Feasibility standards recognize that an evaluation usually must be conducted in natural conditions and require that no more materials and personnel time than necessary be consumed. Propriety standards reflect the fact that evaluations affect many people in different ways; these standards are aimed at insuring that the rights of persons affected by an evaluation will be protected. Accuracy standards include those standards that determine whether an evaluation has produced sound information; these standards require that the obtained information be technically adequate and that conclusions be linked logically to the data. Each of these four categories were broken down into topic areas, from which 30 standards were derived. Once the standards are established, the evaluator must face issues associated with tradeoffs among standards, determination of the validity of standards, development of standards for personnel, and international considerations. (TJH)

ED 291 769 TM 011 054

Teale, William H.; Rowley, Glenn
Standardized Testing and the Teaching of Reading: A Practical Guide with Evaluations of Reading Tests Commonly Used in Australian Schools.
PUB DATE- 84
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Foreign Countries; Item Analysis; *Reading Tests; *Standardized Tests; Test Norms; Test Reliability; Test Validity
IDENTIFIERS- *Australia
Standardized reading tests and associated issues involved in the teaching of reading skills are discussed, with illustrative examples of reading tests commonly used in Australia. The nature of standardized reading tests is analyzed, and the circumstances under which such tests should be used are outlined. Interpretation of scores from standardized reading tests and guidelines for judging the usefulness of the tests are discussed. Tests used in the Australian community include the Australian Council for Educational Research (ACER) Primary Reading Survey, the ACER Word Identification Test, the Cooperative Reading Comprehension Test, the GAP and GAPADOL Reading Comprehension Tests, Neale Analysis of Reading Ability, Progressive Achievement Tests, Schonell Reading Tests, and Standard Reading Tests. The tests are analyzed according to the appropriateness of their items to the stated purpose of the tests, item quality, reliability and validity, norms, and convenience. For some of the instruments, passage dependence is analyzed. (TJH)

ED 291 770 TM 011 055

Hughes, Thomas M.; Costner, Mary
Regression Analysis of Measures of Abstract Reasoning, Personality, Self, and Motivation.
PUB DATE- Nov 87
NOTE- 9p.; Paper presented at the Annual Meeting of the National Social Science Association (Orlando, FL, November 5-8, 1987). Some pages may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; *Critical Thinking; *Egocentrism; Motivation; *Personality Measures; Personality Traits; Regression (Statistics)
In the pursuit of the question as to whether there are significant relationships between certain measures of personality and abstract or critical thinking, it was believed that should significant relationships exist, they may prove useful as one of the factors among several used in the selection of teachers. A paucity of literature citations addressing the above relationships gave further impetus to the necessity for pursuing the question posed. Sixty subjects pursuing advanced degrees in Educational Psychology and in Curriculum and Instruction were administered the 16 Personality Factor Test, the Myers-Briggs Type Inventory, the Tennessee Self-Concept Scale, the Motivation Analysis Test, and Terman's Concept Mastery Test; the latter test was seen as the dependent variable. Regression analysis revealed two significant predictors of abstract-critical thinking, namely Narcism and Self-Sentiment as measured by the Motivation Analysis Test, from among the several factors measured by the instruments. (Author/TJH)

ED 291 771 TM 011 056

Webber, Charles F.
Program Evaluation: A Review and Synthesis.
PUB DATE- 87
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Assessment; Ethics; Evaluation Utilization; Holistic Evaluation; Needs Assessment; *Program Evaluation; Qualitative Research; Statistical Analysis
IDENTIFIERS- Stakeholder Evaluation
This paper reviews models of program evaluation. Major topics and issues found in the evaluation literature include quantitative versus qualitative approaches, identification and involvement of stakeholders, formulation of research questions, collection of data, analysis and interpretation of data, reporting of results, evaluation utilization, and ethical issues in program evaluation. There appears to be a trend toward the synthesis of program evaluation models. This focus incorporates concern for rigorous design, a combining of quantitative and qualitative methodologies, respect for the perspectives of all participants, pragmatism, active stakeholder involvement, and social value. The features of this focus proceed through the following steps: (1) study of program content; (2) establishment of stakeholder commitment and involvement; (3) focusing of the evaluation; (4) formulation of an evaluative design; (5) data collection; (6) holistic and statistical analyses; (7) interpretation of results; and (8) program modification. The process is circular and continuous. (TJH)

ED 291 772 TM 011 057

Redfield, Doris L.; Craig, James R.
Identifying and Documenting Student Outcomes for Use in the Evaluation of Teachers When Standardized Achievement Tests Do Not Apply.
PUB DATE- 87
NOTE- 43p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 10-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Evaluation Methods; Needs Assessment; *Standardized Tests; *Teacher Effectiveness; Teacher Evaluation
IDENTIFIERS- Kentucky Student Achievement Project
The Student Achievement Outcome goal setting component of the Student Achievement Project (SAP) is described in this paper. It has focused on implementation and documentation procedures that may serve as alternatives to the exclusive use of standardized achievement test scores as indexes of student achievement and indicators of teacher effectiveness. The SAP is a three- to five-year study designed to address the inclusion of student achievement in Kentucky's educational program. The study involved 26 teachers working in 15 independent and county school districts. Participants developed goals and project synopses and held conferences with their principals before proceeding with implementation of projects. While standardized achievement test scores may be used as indicators of school or district level effectiveness, they cannot yet be defensibly used as measures of individual teacher effectiveness. Nonetheless, the piloted procedures described in this paper have potential for development as part of a teacher evaluation system that includes student achievement outcome data. The Goal/Assessment Documentation Form for Conference 1 and 2 and 16 data tables are appended. (TJH)

ED 291 773 TM 011 058

Bolland, Kathleen A.; And Others
Judging Judicial Education: A Survey Grounded in a Qualitative Study Provides Useful Information for Educational Planners. Proceedings of a Symposium Presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 10-13, 1987).
PUB DATE- Nov 87
NOTE- 42p.; For a related document, see ED 281 880.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Proceedings (021) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Continuing Education; *Court Judges; *Educational Assessment; Educational Planning; *Occupational Surveys; *Professional Training
IDENTIFIERS- Alabama Judicial College
The focus of the symposium was on an evaluation of judicial education in Alabama conducted by the University of Alabama Evaluation and Assessment Laboratory (EAL). The papers include: (1) "Design: From Qualitative Study to Grounded Questionnaire" (J. S. Rogers); (2) "Implementation: Conducting the Qualitative Study and the Survey" (G. A. Turner, J. E. McLean); (3) "Analysis: Coding and Interpreting the Data" (K. A. Bolland, G. A. Turner); (4) "Dissemination: Preparing a User Friendly Report" (K. A. Bolland, J. S. Rogers); and (5) "Use: Results and Recommendations Provide Direction for Planning" (F. W. Gregory, J. S. Rogers). Alabama meets the need for continuing judicial education through the Alabama Judicial College (AJC). Since its establishment, the AJC has routinely collected questionnaire reactions to each individual program it has conducted, and it has used educational committees to assess the professional education needs of each personnel group (judges, court clerks, secretaries to judges, court reporters, and other court employees). The EAL's approach included a qualitative research study to identify issues to be addressed and a survey to collect information regarding those issues from each of the personnel groups. The qualitative study included observation of AJC conferences and in-depth interviews with court personnel. The survey, included in this document, was a mailed questionnaire that included multiple-choice and open-ended items. (TJH)

ED 291 774 TM 011 059

Ravelo Hurtado, Nestor E.; Nitko, Anthony J.
Selection Bias According to a New Model and Four Previous Models Using Admission Data from a Latin American University.
PUB DATE- 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bias; *College Admission; College Entrance Examinations; Foreign Countries; Higher Education; *Personnel Selection; Screening Tests; *Selective Admission
IDENTIFIERS- Lottery; University of Oriente (Venezuela); *Venezuela
This paper describes a modified lottery selection procedure and compares it with several popular unbiased candidate selection models in a Venezuelan academic selection situation. The procedure uses modified version of F. S. Ellett's lottery method as a means of partially satisfying the principles of substantive fairness. Ellett's procedure establishes an upper cut-score and recommends acceptance of everyone whose test score is at or above the cut-score. A second lower cut-score is also established, so that everyone scoring at or below this score is rejected. After hiring or admitting candidates in the upper group, additional openings are filled by those between the upper and lower cut-scores. The modification of Ellett's procedure, referred to as the probability level assignment model (PLAM), involves division of the score scale between the upper and lower cut-scores into several equal-width intervals, within which applicants are selected via lottery in proportion to the probability for success upon admission or employment. Results from application of this method to 272 first-year students at the Universidad de Oriente in Cumana, Venezuela, indicate that the PLAM appropriately addresses the various criteria of selection fairness. Eight data tables are appended. (TJH)

ED 291 775 TM 011 060

Reeves-Kazelskis, Carolyn; Kazelskis, Richard
The Effects of Student-Generated Questions on Test Performance.

PUB DATE- Nov 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 10-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; Multiple Choice Tests; Objective Tests; *Questioning Techniques; *Student Developed Materials; *Test Construction; Test Wiseness
IDENTIFIERS- *ReQuest

A total of 50 college students enrolled in different sections of a language arts methodology course served as treatment and control groups to investigate the effects of student-generated questions on test performance. Periodically throughout the course, students in the treatment group received instruction in effective questioning techniques by discussing and evaluating hypothetical test questions produced by the professor and participating in a reciprocal questioning strategy, known as "ReQuest," designed to help students think as they read. Treatment group students were also required to compose two multiple-choice and two true-false questions for the 12 chapters in the course textbook. Three tests and a comprehensive final examination served as the independent measures. The results of analysis of covariance and the Johnson-Neyman Technique indicate that the treatment condition was effective only for students with higher levels of prior knowledge related to language arts methodology upon entry into the course, and that it was detrimental to students who had lower levels of prior knowledge, as reflected in the pretest scores. (TJH)

ED 291 776 TM 011 061

Biester, Thomas W.; And Others
Trends in School Improvement: Regional Test Results, 1984-1987.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Nov 87
NOTE- 43p.
CONTRACT- 400-86-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Elementary Secondary Education; *Mathematics Achievement; Minimum Competency Testing; *Reading Achievement; Standardized Tests

This report is part of an overall regional needs assessment effort undertaken by Research by Better schools and it summarizes test results from state education agencies in the District of Columbia, Delaware, Maryland, New Jersey, and Pennsylvania. Performance trends over the past several years were analyzed. Major findings indicate that: (1) reading achievement trends varied somewhat across the region from 1984 to 1987; (2) students at all grade levels throughout the region showed considerable improvement in mathematics from 1984 to 1987; (3) students across the region perform much higher than national norms on standardized tests, with particularly high scores characterizing children at the elementary school level; and (4) there was a high degree of achievement with regard to minimum basic skills in reading and mathematics, with most students meeting minimum standards established by the respective states. In summary, regional achievement trends were positive during the target period, a trend following the 1978-1984 trend. In areas where declines were found, it is possible that these phenomena can be attributed to change in test forms. Although aggregate score trends were very positive, there was much variability within states. (TJH)

ED 291 777 TM 011 062

Petry, John R.; Bowman, Harry L.
A Description of Selected Non-Cognitive Training Outcomes for Recruits at Navy Recruit Training Centers.
PUB DATE- 11 Nov 87
NOTE- 61p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 10-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Military Training; Outcomes of Education; Physical Fitness; *Recruitment; Training Objectives
IDENTIFIERS- *Naval Education and Training System
From April 16, 1987 through September 1, 1987, personnel from the Bureau of Educational Research and Services of Memphis State University (Tennessee) and Navy research team members from each of the Recruit Training Centers conducted a study that focused on learning outcomes of recruit training. The foci of the study were the Recruit Training Centers at Great Lakes, Illinois; Orlando, Florida; and San Diego, California, where a total of 596 recruits from 8 companies were involved in the 10-week data collection phase of the project. Hundreds of other recruits from numerous other companies, designated as cross-sectional, were involved in the study during the same time period. Data were gathered via personal data records, a list of recruit training outcomes developed by the Navy team members, and 11 other instruments. These other instruments covered barracks compartment watchstanding, free time activities, informal conversation, the recruit training interview protocol, physical training, nightly routine, recruit petty officer ratings, behavioral problems reported to the chief petty officer, and sick calls. The findings are reported on responsibility and reliability, accountability, obedience, teamwork, pride, self-discipline, goal-setting, perseverance, physical fitness, system manipulation, coercion, and competitiveness. Twelve data tables are included. (TJH)

ED 291 778 TM 011 063

Mitchell, Stephanie; Hansen, Joe B.
The Use of Evaluative Data for Instructional Planning and Decision Making in the Portland Public Schools. Year One Report: July 1986-August 1987. 1986-87 Research Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Oct 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Decision Making; *Educational Planning; Elementary Secondary Education; Evaluation Utilization; Grade 3; *Inservice Education; Instructional Materials; Parent Teacher Conferences; Scores; Technical Assistance; Test Interpretation
IDENTIFIERS- *Portland Basic Skills Achievement Levels Testing; *Portland School District OR
The Portland (Oregon) Public Schools Research and Evaluation Department is investigating the use of evaluative data in instructional planning and decision making in schools. The three-year research effort involves training and technical support in effective evaluation use. The first year of the evaluation use research focused on collecting and analyzing baseline data on the use of Portland Achievement Levels Tests (PALT). Interviews and surveys gathered information from parents, teachers, principals, and directors of instrumentation on how these actors use evaluative data in instructional planning and decision-making. Recommendations from the first-year study include: (1) revision of parent conference report forms to include numeric and graphic test score summaries; (2) revision of the parent guide to understanding test scores; (3) institution of a spring parent conference report to include fall and spring PALT scores; (4) evaluation of the grade 3 testing program, revised on the basis of teacher interviews and surveys; (5) development of training materials to help teachers prepare students; and (6) development of inservice training for test coordinators and others interested in test interpretation and the use of results. Summary results of surveys of parents and teachers are appended. (TJH)

ED 291 779 TM 011 064

Grice, Michael
Project Return, 1986-1987, Portland Public Schools. Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Oct 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; *Disadvantaged Youth; *Dropout Programs; Elementary Secondary Education; Parent Counseling; Program Evaluation; *Public Schools; Student Placement; Truancy
IDENTIFIERS- *Portland School District OR
Projects Return constitutes an attempt by the Portland (Oregon) Public Schools to bring school dropouts back into the school system. During 1986-87, Project Return handled 123 percent more referrals than during 1985-86, the project's first year; the actual figures were 1,091 and 489, respectively. Economically disadvantaged youth make up a large portion of the target group. The three-step procedure designed to reorient truant students includes: (1) assessment of referral; (2) identification and contact with student and family; and (3) institution of an interview, status report, and placement. Transitional classrooms for referred students and counseling of parents and students are central to the intervention methodology. Evaluation of 1986-87 interventions combines data from interviews, unobtrusive measures, and use of descriptive statistics. At the end of the first year, obvious disproportionalities were noted among middle school students, Afro-American students, and students residing in North Portland. Reductions in truancy were effected for all of these groups during 1986-87. Extensive tabulated evaluation data are provided by target group. Attached appendices include Oregon Revised Statutes 339.065, 339.080 and diagrams of referral distribution by grade grouping. (TJH)

ED 291 780 TM 011 065

Hansen, Joe B.
Physical Education in the Portland Public Schools Middle Schools. Phase One, 1986-1987 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Oct 87
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Guides; Junior High Schools; Lifetime Sports; *Middle Schools; *Physical Education; Physical Examinations; Physical Fitness; Program Evaluation; Public Schools; Recreation
IDENTIFIERS- *Portland School District OR
This is the final report of Phase 1 of a district-wide study of the status and needs of the physical education program (PEP) in the Portland Public Schools middle schools in Oregon. Data collection activities, conducted during the spring of 1987, included interviews, questionnaires, classroom observations, literature reviews, document analysis, and fitness tests. Principals indicated a need for lifetime skills, fitness, recreation and social activities, improvement of attitudes and self-esteem, and physical activities. Physical education teachers indicated that the curriculum tended to underemphasize fitness, and they cited a need for year-long programs, better communication and articulation with lower grades, and revision of the curriculum guide to reflect more modern fitness concepts. Due to various uses of the PEP curriculum guide, it appears that the extent to which the goals and activities in the guide are covered through instruction is unclear. Lifetime skills, recreation, and fitness, especially cardiovascular fitness, were mentioned as focal points. Classroom observation revealed an emphasis on team sports, with individual or lifetime sports being observed as the second most frequent type of activity. An outline of the data collection plan and copies of data collection instruments are appended. (TJH)

ED 291 781 TM 011 06?

Marso, Ronald N.; Pigge, Fred L.
Teacher-Made Tests and Testing: Classroom Resources, Guidelines, and Practices.
PUB DATE- Oct 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Testing; Curriculum Guides; *Educational Resources; Elementary Secondary Education; Grading; Item Analysis; Multiple Choice Tests; Public Schools; *Public School Teachers; Reprography; *Teacher Made Tests; Testing; Test Items; Test Reliability
A total of 326 public school teachers of kindergarten through grade 12 responded to a survey about teacher-made tests, testing practices, and the availability of testing resources and guidelines. Testing practices and preferences were found to vary significantly by grade level, subject area, and length of teaching experience. School testing resources and guidelines varied by school setting and grade level. Most teachers (75 percent) reported high accessibility to student records, availability of curricular guides with objectives, instructor manuals with test items, administration of 50 or more tests annually, and preference for multiple-choice items. Fewer teachers (about 50 percent) reported regular access to reproduction services and the availability of school guidelines for assigning marks. Very few teachers (25 percent or fewer) reported access to computer support services. About 80 percent of the teachers reported rarely or never calculating test means or standard deviations. Over 50 percent of the teachers reported never having estimated test reliability or completing item analyses. Tabulations of teacher responses are appended. (Author/TJH)

ED 291 782 TM 011 067

Taylor, C. L.; And Others
Effects of Familiarity with Sender on Response Rate of Mail Questionnaires and Their Implications for Program Evaluation.
PUB DATE- Oct 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agricultural Personnel; Data Collection; Program Evaluation; *Questionnaires; Surveys
IDENTIFIERS- *Mail Surveys; Respondent Behavior; *Response Rates (Questionnaires)
The effects on response rate of familiarity with survey sender was investigated in a study involving the University of Florida's Institute of Food and Agricultural Sciences faculty. The study was part of a mail survey of 3,467 citrus producers in 23 counties in Florida. Half (1,790) of the producers on the agricultural agent's mailing lists were randomly selected for inclusion in the response-rate study. A different questionnaire, containing items familiar to growers and managers of citrus, was mailed to each of four equivalent samples. Chi-square was used to treat the data as it was in mutually exclusive categories; an alpha level of 0.01 was selected. Results reveal that: (1) those potential respondents who were familiar with the sender of a mail survey were significantly more likely to respond than were those who were unfamiliar with the sender of a mail survey; (2) respondents familiar with senders responded faster; (3) respondents familiar with senders were more likely to be interested in study results; and (4) familiarity with the sender was associated with the size of the enterprise, a factor that may explain the degree of interest in findings on the part of respondents. (TJH)

ED 291 783 TM 011 068

Cason, Gerald J.; And Others
Integrated Test Scoring, Performance Rating and Assessment Records Keeping.
PUB DATE- Nov 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Association of Medical Colleges (Washington, DC, November 6-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Experience; *Computer Assisted Testing; Educational Assessment; Essay Tests; Graduate Medical Students; Interrater Reliability; Item Analysis; Medical Education; Multiple Choice Tests; Standardized Tests; Test Reliability; *Test Scoring Machines; Weighted Scores
IDENTIFIERS- FORTRAN Programing Language; *Objective Test Scoring Performance Rating
The Objective Test Scoring and Performance Rating (OTS-PR) system is a fully integrated set of 70 modular FORTRAN programs run on a VAX-8530 computer. Even with no knowledge of computers, the user can implement OTS-PR to score multiple-choice tests, include scores from external sources such as hand-scored essays or scores from nationally administered examinations, use and revise multiple different performance rating inventories in the same or different course, assign variable points to test questions and rating inventory items, assign variable weight to different assessments, maintain a grade book linking student names and identification numbers to scores on multiple assessments, and produce reports on student performance and on the performance of the assessment procedure itself (including item analysis, interrater reliability, test reliability). In an average month, OTS-PR supports 50 courses and other applications in 4 colleges of the University of Arkansas for Medical Sciences. Use of the more valid National Board Examinations Type X question is replacing Type K items. Most junior year clerkships and two residencies use the OTS-PR system to rate clinical performance. Use of essay questions is increasing. Samples are provided of student enrollment sheets, test answer sheets, and various reports and inventories. (TJH)

ED 291 784 TM 011 069

Halpin, Gerald; And Others
Effects on Stanford Achievement Test Scores of Teaching Content Versus Test-Taking Strategies.
PUB DATE- Nov 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 10-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 1; Primary Education; *Standardized Tests; *Test Coaching; Test Wiseness
IDENTIFIERS- *Otis Lennon School Ability Test; *Stanford Achievement Tests

A study involving 18 boys and 20 girls attending Grade 1 in a rural elementary school was conducted to determine if a program designed to develop test-taking skills would result in higher standardized achievement test scores than would one focusing on the content assessed by the test. Each student was assigned to one of two groups and administered the Otis-Lennon School Ability Test. Students in one group focused on test-taking techniques, while students in the other group received an intensive review of objectives and content measured by the Stanford Achievement Test. Each group participated in the experimental activities for 50 minutes per day for 20 days prior to administration of the Stanford Achievement Test. Multivariate analysis of variance were computed on data from study instruments, and univariate analysis was performed on data from the Stanford Achievement Test. Results indicate that instructing students in test-taking strategies is as effective as is intensive instruction in content. A replication of this study with a larger mixed-race population would be beneficial. (TJH)

ED 291 785 TM 011 070

Avant, Anna H.
An Examination of the Relationship between the WISC-R and K-ABC for Selection of Students for Special Education Programs.
PUB DATE- Nov 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 10-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Gifted; *Intelligence Tests; Language Handicaps; *Learning Disabilities; *Mild Mental Retardation; *Student Placement
IDENTIFIERS- *Kaufman Assessment Battery for Children; Mobile County Public Schools AL; *Wechsler Intelligence Scale for Children (Revised)
A study involving 120 students enrolled in the Mobile County Public School System of Alabama was conducted to investigate the comparability of the Wechsler Intelligence Scale for Children-Revised (WISC-R) and the Kaufman Assessment Battery for Children (K-ABC) instruments in their ability to select students for placement in programs for the gifted, learning disabled, and educable mentally retarded. Each student was administered the WISC-R and K-ABC by the same examiner to minimize examiner bias and influence. Results indicate that there was a significant relationship between the WISC-R and the K-ABC in the sets of children selected for placement in learning disabled and gifted programs. There was no significant relationship between these two instruments in the sets of children selected for programs for educable mentally retarded persons. The removal or de-emphasis of the language component in the K-ABC diminishes the effect of psycholinguistic deficit for many learning disabled students. The removal of the acquired facts from the intelligence scales of this instrument provides a more efficient measurement of the fluid intelligence of these students. (TJH)

ED 291 786 TM 011 071

Peck, Hugh I.
The Effects of the Level of Content Preparation on the Performance of Mathematics Teachers on Their NTE Specialty Area Examination.
PUB DATE- Nov 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Education Research Association (Mobile, AL, November 12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Licensing Examinations (Professions); *Mathematics Teachers; Secondary Education; *Teacher Certification; Teacher Education
IDENTIFIERS- *National Teacher Examinations
A study involving 123 teachers newly certified in mathematics during the 1985/86-1986/87 school years was undertaken to investigate the relationship among three common assessments of achievement often used in the certification of teachers of mathematics. The study also sought to determine whether a level of content preparation can be inferred from the teacher's score on a cognitive achievement test in their area of specialty. The study followed Campbell's data analytic design. Data were taken from records in the Office of Teacher Certification in the Department of Education in one Mid-South state. Data were extracted from subjects' scores on the National Teacher Examinations (NTE) and an instrument that elicited the teachers' level of academic preparation (level of content preparation). The results indicate that teachers' scores on the NTE Mathematics Specialty Area Test increased as the level of content preparation increases, when the NTE General Knowledge Score was controlled. It appears that the number of hours of mathematics taken as a part of teacher preparation was significantly more important to mathematics achievement than was general knowledge. (TJH)

ED 291 787 TM 011 072

Head, L. Quinn
A Comparison of Recent Undergraduate Performance to the Attainment of Their Former Peers on the "Alabama Initial Certification Test."
PUB DATE- 11 Nov 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 10-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Educational Assessment; Higher Education; *Licensing Examinations (Professions); *Teacher Certification
IDENTIFIERS- *Alabama Initial Certification Test; *Mann Whitney U Test
This study illustrates the means by which empirical data obtained from the Alabama Initial Certification Test (AICT) of 590 undergraduates at a state institution can be analyzed statistically to determine the institution's efficacy in teaching. The Kruskal-Wallis one-way analysis of variance procedure was selected as the test statistic to analyze data obtained from each of the four AICT subtests based on five yearly intervals: 1980-81, 1981-82, 1982-83, 1983-84, and 1984-85. When statistical significance was established, the Mann-Whitney U test was used as the follow-up procedure to determine which group or groups differed from the other groups. The results indicate that at least one of the mean ranks of the undergraduates on the humanistic behavioral studies, curriculum and instruction, and evaluation subtests significantly differed from one or more of the mean ranks of their peers based on the five yearly intervals. The mean ranks of undergraduates on the curriculum and instruction subtest for the 1983-84 and 1984-85 yearly intervals were significantly higher than the mean ranks of their peers on the earlier three yearly intervals. The mean rank of undergraduates on this subtest for the 1984-85 yearly interval was significantly higher than the mean rank of their peers for the 1983-84 yearly interval. Study findings support a higher performance among recent undergraduates when compared to persons graduating earlier. Eight data tables are included. (TJH)

ED 291 788 TM 011 075

Kennedy, Robert L.; Smith, Paul J.
A Collaborative Process for Developing a Measure of Educational Equity.
PUB DATE- 17 Oct 87
NOTE- 8p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Desegregation Plans; Educational Assessment; *Equal Education; Item Banks; Program Evaluation; *School Desegregation; *Test Construction
IDENTIFIERS- *Little Rock School District AR; *Multidisciplinary Teams
The Office of Desegregation of the Little Rock, Arkansas, Public School District was given the responsibility for developing an instrument to evaluate the implementation of educational equity in the district pursuant to federal court desegregation mandates. Office of Desegregation personnel invited in Center for Academic Excellence staff of the University of Central Arkansas to collaborate in constructing the instrument. After outlining the goals of the endeavor, the team agreed to the formation of a committee to be balanced by sex, race, and representation from teachers, students, parents, and administrators. An instrument, the "Building Level Assessment for Multicultural and Nonsexist Education," was obtained from the Midwest Race and Sex Desegregation Assistance Center of the College of Education of Kansas State University. The general committee and the ten subcommittees comprising it met to consider the document and additions, deletions, and other modifications of it. After a series of meetings the form was approved and submitted to the district staff for their use. The spirit of collaboration, openness, autonomy, and balance contributed to a very positive effort by the many committee members. (Author/SLD)

ED 291 789 TM 011 077

Applegate, Brooks
Creating Item Characteristic Curves from LOGIST and BICAL Output.
PUB DATE- Nov 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 10-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Assisted Instruction; Computer Graphics; Computer Oriented Programs; *Computer Software; Data Analysis; *Item Analysis; Latent Trait Theory; Scoring; Test Construction
IDENTIFIERS- *BICAL Computer Program; *LOGIST Computer Program; Rasch Scaled Scores
Computer programs are presented to plot item and test characteristic curves and item information functions for parameter estimates produced by the LOGIST and BICAL computer programs. These programs provide data in tabular format, but their usefulness in test development and measurement courses can be greatly enhanced by graphic plots of the item and test curve characteristics. Visual inspection of the curves can facilitate item selection in test development and can improve student learning and retention of item response theory. Four programs are presented with sample curves. (SLD)

ED 291 790 TM 011 079

Kennedy, Robert L.
Arkansas Teacher Testing: A Penny for Your Scores.
PUB DATE- 16 Oct 87

NOTE- 18p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Legislation; Elementary Secondary Education; Minimum Competency Testing; State Legislation; Teacher Attitudes; Teacher Certification; *Teacher Evaluation; Teacher Militancy; Teaching Skills; Test Bias; *Testing Problems
IDENTIFIERS- *Arkansas; *Teacher Testing

Teacher testing began in Arkansas when the governor threatened to veto a 1% sales tax if a teacher testing bill were not passed. With enactment of Act 76 in 1983, an instrument was developed for field testing in 1984 over objections of the Arkansas Education Association. The test, the Arkansas Educational Skills Assessment, is comprised of 50 multiple-choice reading questions, 50 mathematics questions, and a 200-word writing sample. Many legislators attempted to modify or eliminate the Act but the governor strongly supported it. Disagreements over cutoff scores, test bias, confidentiality of results, and testing procedures marked the period prior to the test date, March 23, 1985. Problems, including mixed-up scores and content leaks, were associated with subsequent test occasions in 1987. Finally, 3.6% of the teachers were never able to pass the test. In spite of the comedy-of-errors aspects of the test controversy, public support for teacher testing seems to indicate that the education profession needs to confront its own problems and to take steps to ensure the competency of those who enter its ranks. (SLD)

ED 291 791 TM 011 081

Hanley, Gerard L.
The Origin of Information and Its Effect on Problem Solving.
PUB DATE- 87
NOTE- 28p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Ability; *Cognitive Processes; Cognitive Psychology; College Students; Higher Education; *Imagination; *Perception; Perception Tests; Postsecondary Education; *Problem Solving; Visual Perception
The difference in cognitive resources required for imagination and perception was tested in two experiments by examining the reduced substitutability of imagination and perception in problem solving by college undergraduates. Eighty subjects in Experiment 1 drew capital letters from lines or descriptions of lines in a seven-page booklet. The results indicate that imagined information and perceived information were integrated with equivalent accuracy and strategies. When the problems became more cognitively demanding and mental combinations of lines into figures contained four elements, different strategies were used. Sixty-eight subjects were given explicit instructions on how to identify imagined or perceived lines as letters. When strategies were restricted, integrating imagined information was less accurate than integrating perceived information. Several factors, many of which were related to the cognitive demand difference from these two origins, influence the substitutability of imagination and perception. To describe cognitive processing of information from internal and external origins, researchers should use multiple performance measures. (SLD)

ED 291 792 TM 011 082

Herman, David O.; Young, Laura
Development of the Wechsler Memory Scale--Revised.
PUB DATE- 29 Aug 87
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; Clinical Psychology; *Memory; Norm Referenced Tests; Test Construction
IDENTIFIERS- *Wechsler Memory Scale (Revised)
A study involving a sample of people selected to represent the nonimpaired American population, aged 16 to 74 years, was undertaken to determine the effectiveness of the Wechsler Memory Scale--Revised. The scale's subtests were designed to assess memory of personal and general knowledge, logical memory, verbal paired association, figural memory, visual paired association, visual reproduction, mental control, digit span, visual reproduction, and visual memory span. The sample population on which the study was performed included 50 persons from each of six age groups. Each age group was divided approximately equally by sex and was selected to demographically match the general population. Results indicate that the revision of the memory scale incorporates many features that should help assure its continued place in clinical assessments. These features include up-to-date norms for persons aged 16-74 years, broadened coverage of nonverbal memory, improved scoring criteria for logical memory and visual reproduction, reporting of scores corresponding to verbal and visual memory as well as the attention/concentration factor and delayed recall, guidelines for identifying significant differences between certain subtest indexes, and validity studies of patients in each of several diagnostic categories. (TJH)

ED 291 793 TM 011 086

Hough, Leaetta M.
Overcoming Objections to the Use of Temperament Variables in Selection.
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
SPONS. AGENCY- Department of the Army, Washington, D.C.
PUB DATE- 87
NOTE- 32p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
CONTRACT- MDA-903-82-C-0531
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Job Performance; Military Personnel; *Personality Measures; *Personnel Selection; *Predictive Measurement; Predictive Validity; Psychometrics; *Test Construction; Test Validity
Much of the scientific community has believed that temperament variables could not be included in batteries of tests to predict job performance because no generalized principles could be discerned from the results. For Project A, a major Army project on the prediction of job performance, a temperament inventory was developed and implemented. This inventory overcomes objections through a carefully chosen research strategy involving: (1) a literature review to study predictor constructs; (2) an inventory of non-sensitive items and scales designed to detect intentional distortion of self-description; (3) a criterion-related validity study of the job-related nature of the temperament scales; and (4) examination of the effects of motivational sets on scale score and criterion-related validities. Through these stringent requirements, objections to the use of temperament variables were overcome for Project A. Tables of constructed scales are included. (SLD)

ED 291 794 TM 011 087

Altink, Wieby M. M.
Selection for Higher Education in Developing Countries--the Use of Tests in Admission for Pre-Entry Science Upgrading Courses in Botswana, Swaziland and Lesotho.
PUB DATE- 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability Identification; Achievement Tests; Admission (School); *Admission Criteria; Aptitude Tests; *Developing Nations; Foreign Countries; Higher Education; Mathematics Curriculum; *Predictive Measurement; Predictive Validity; Science Curriculum; *Selective Admission
IDENTIFIERS- Botswana; Lesotho; Selection Tools; Swaziland
The degree of predictive validity and the relationship with previous learning conditions were studied for measures used in admission procedures for upgrading courses in science and mathematics in Botswana, Lesotho, and Swaziland. School results, achievement tests, aptitude tests, and ability tests were evaluated for students leaving secondary school for courses preparatory to tertiary education. Admissions procedures in developing countries usually aim for maximum predictive validity and fair chances for those who have had insufficient opportunities to develop their potentials. The various measures showed decreasing variation among schools in this order: (1) school results; (2) achievement tests; (3) aptitude tests; and (4) ability tests. Aptitude and ability measures were characterized by lower predictive value. If equal chances for education were to be pursued for various groups of candidates, the psychometric analyses of this study seemed too narrow to solve the selection problem. Multidisciplinary research is an essential approach to studying selection procedures. Data are presented in table form. (SLD)

ED 291 795 TM 011 090

Ayers, Jerry B.
A Plan for Evaluating Teacher Training Workshops and Institutes. Technical Report 87-2-3.
Tennessee Technological Univ., Cookeville. Center for Techer Education Evaluation.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- Sep 87
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation Criteria; *Evaluation Methods; Formative Evaluation; Participant Satisfaction; Program Effectiveness; *Program Evaluation; Summative Evaluation; *Teacher Education; *Teacher Workshops
A plan for evaluating teacher training workshops and institutes is presented. Juxtaposition of the target group and the type of evaluation provides the framework for evaluating such a program. Evaluation is formative, aimed at modifying and improving the plan as it is being developed, and summative, assessed at the end of the experience. The use of goal cards with statements of objectives for each participant is important in formative evaluation. Summative evaluation is carried out through a rating system of the extent to which objectives were met. Follow-up study is valuable if funds permit. An appendix includes copies of suggested instruments to be used in evaluation. (SLD)

ED 291 796 TM 011 091

Ayers, Jerry B.; Miles, Sandra D.
Instrumentation for a Teacher Education Evaluation Project. Technical Report 87-2-4.
Tennessee Technological Univ., Cookeville. Center for Techer Education Evaluation.
SPONS. AGENCY- Tandy Corp., Ft. Worth, TX. Radio Shack Education Div.; Tennessee State Dept. of Education, Nashville.
PUB DATE- Oct 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Classroom Observation Techniques; Classroom Research; *Computer Oriented Programs; Computer Software; *Data Collection; Elementary Secondary Education; *Evaluation Methods; Microcomputers; *Teacher Education Programs; *Teacher Evaluation
IDENTIFIERS- *Classroom Interaction Data; *Flanders System of Interaction Analysis
A system for effective collection of classroom observation data from teachers in schools was developed. Drawing on the Flanders Interaction Analysis System, a procedure for coding classroom interaction into 10 categories, a system was developed to collect direct observation data with microcomputers. Software was prepared for Tandy computers. Field testing throughout 1987 is projected to continue into 1988, with large-scale field trials planned for 1988. An appendix contains the complete program for use with a 10-category Flanders system, but modifications are available to create larger matrices. (SLD)

ED 291 797 TM 011 092

Texas Examination of Current Administrators and Teachers (TECAT): "Study Guide, 1985"; "Passing Standards, January 1986"; and "Skills Review Manual, 1986".
Texas State Board of Education, Austin.
PUB DATE- 86
NOTE- 158p.; For related document, see ED 266 164.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Evaluation; Certification; Educational Legislation; Elementary Secondary Education; Evaluation; *Personnel Evaluation; State Standards; Teacher Certification; *Teacher Evaluation; *Test Coaching
IDENTIFIERS- *Texas Examination Current Administrators Teachers

In January 1986, the Texas State Board of Education established performance standards for the Texas Examination of Current Administrators and Teachers (TECAT), an examination resulting from the passage in 1984 of Texas House Bill 72. This Bill called for Texas public school educators to pass a test in reading and writing as a condition of continued certification. The TECAT includes questions about selected readings (details, sequences, main ideas, and facts versus opinions found in the readings); knowledge of job-related vocabulary; reference usage; inference skills; writing mechanics; sentence formation; English usage; and composition. This document is comprised of three separate TECAT booklets that have been combined: (1) Study Guide, (2) Passing Standards, and (3) Skills Review Manual. The Study Guide is designed to prepare those who will be taking the TECAT, and it includes practice tests. Passing Standards for the TECAT are described for the reading section and the multiple choice and composition writing tests. The Skills Review Manual was prepared for Texas educators planning to retake the reading and/or writing sections of the TECAT. Practice tests are included for the retest. (SLD)

ED 291 798 TM 011 101

Douzenis, Cordelia; Rakow, Ernest A.
Outliers: A Potential Data Problem.
PUB DATE- Nov 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Correlation; Data Analysis; *Data Interpretation; *Statistical Analysis; Statistical Distributions
IDENTIFIERS- *Outliers
Outliers, extreme data values relative to others in a sample, may distort statistics that assume internal levels of measurement and normal distribution. The outlier may be a valid value or an error. Several procedures are available for identifying outliers, and each may be applied to errors of prediction from the regression lines for utility in a bivariate situation. Because the existence of outliers in a data set may bias the results, some researchers have proposed the use of robust statistics in the presence of outliers with trimming, bimean, or winsorization techniques. Six examples of the effect of outliers on statistical results are given with tables illustrating distortion in each situation. (SLD)

ED 291 799 TM 011 102

Minix, Nancy; And Others
Development and Use of a Goal Setting/Attainment Process Designed To Measure a Teacher's Ability To Engage in Professional Growth and Leadership Initiatives.
PUB DATE- Nov 87
NOTE- 56p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987). Portions of appendices contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; Evaluation Methods; *Goal Orientation; Job Performance; Leadership; Personnel Evaluation; *Professional Development; Teacher Attitudes; Teacher Behavior; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement
IDENTIFIERS- *Kentucky Career Ladder Plan
The process used to evaluate progress in identifying the goals to be used in evaluating teacher performance under the Kentucky Career Ladder Program is described. The process pertains to two areas of teacher development: (1) professional growth and development, and (2) professional leadership and initiative. A total of 1,650 individuals were asked for input during the development and evaluation process. Standard psychometric item selection and rating techniques were used to develop an instrument, which was field tested with 337 teachers. Teachers established a set of goals and activities in the areas to be completed in two years, with evaluation at the end of the first year. It was judged that 86.9% of the participants made adequate progress the first year. The instrument and process enabled principals and teachers to identify goals and activities to meet the goals and to undertake goal setting and attainment contracts. Appendices contain the developed goals and contract summaries, with scoring procedures. (SLD)

ED 291 800 TM 011 110

Beyerbach, Barbara A.
Concept Mapping in Assessing Prospective Teachers' Concept Development.
PUB DATE- 86
NOTE- 16p.; Figure 1 may not reproduce well due to marginal legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Concept Formation; Concept Teaching; *Educational Planning; Evaluation Methods; Higher Education; Postsecondary Education; Teacher Attitudes; *Teacher Education; Undergraduate Students
IDENTIFIERS- *Concept Mapping
Concept mapping, a technique of graphically representing concepts and their relationship, was used to assess changes in the structural knowledge of prospective teachers at three levels of a teacher education program. The concept "teacher planning" was mapped at the beginning and end of the semester by 49 students in introductory, intermediate, and advanced undergraduate courses in teacher education. Scores calculated included: (1) item scores; (2) level scores; (3) similarity to group and instructor scores; and (4) item stream similarity to instructor scores. Content analysis was compared with instructors' intentions for student concepts. Both qualitative and quantitative analysis indicated that student maps became more differentiated and organized, with evidence of development of a shared vocabulary between instructor and student. Concept maps provide an overview of student thinking on a concept. A sample concept map is attached. (SLD)

ED 291 801 TM 011 113

Puleo, Vincent T.; Lieberman, Billie E.
Maximizing the Use of Standardized Test Results: A Brief Case Study.
PUB DATE- 86
NOTE- 21p
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Records; Data Analysis; Elementary Secondary Education; Item Analysis; *Remedial Instruction; *Standardized Tests; Testing Programs; Test Interpretation; *Test Results; Test Use
IDENTIFIERS- New York (Kingston)
This preliminary investigation explored a means of maximizing the use of standardized test results. In addition to the usual package of alpha and ranked norm-referenced test reports, a special series of reports by the California Test Bureau/McGraw-Hill was generated for remedial reading and mathematics teachers. These reports displayed primarily objectives or skill-referenced information. To assess staff reaction, a questionnaire was completed by the remedial teachers, and interviews were conducted with administrators involved. Both teacher and administrative reactions to the special reports were encouraging. The experience indicates that it is possible to obtain greater use of existing standardized test results through the use of special reports. In relation to earlier studies that question the relevance of standardized tests, current findings also prompt consideration of whether the special reports would favorably influence classroom teacher perception; and whether there are differences in the perception of standardized tests between classroom and remedial teachers. (The study instrument is appended.) (Author)

ED 291 802 TM 011 116

Rossman, Gretchen B.; And Others
Pathways through High School: Translating the Effects of New Graduation Requirements.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 87
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Records; Administrator Attitudes; Core Curriculum; Credits; Educational Change; *Graduation Requirements; *High Schools; Required Courses; *Secondary Education; State Legislation; State Standards; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Maryland

The first phase of a study of the effects of new high school graduation requirements in Maryland was conducted in 1986. Interviews were conducted with 182 administrators, teachers, and students about their perspectives on new requirements instituted in 1985. Transcript records were analyzed for 249 students from 5 high schools. Interview data did not suggest that state initiatives had a large impact on local schools. An important finding of transcript analysis was that the program of studies had a significant impact on student choices. Specific recommendations for the Maryland State Department of Education staff and local school personnel focused on better communication and dissemination of information about the new requirements and in-depth examinations of school organization, course content, and approaches instead of concentration on numbers of credits and kinds of courses taken. Specific credit requirement recommendations were made. Appendices discuss the coding of transcript data and research design for future study. (SLD)

ED 291 803 TM 011 118

Moore, Arnold J.
A Need for and the Role of Research Bureaus in Conducting Teacher Education Evaluations at Large Universities.
PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- Data Collection; *Educational Research; Evaluation; Higher Education; *Program Evaluation; *Research and Development; Research and Development Centers; Research Design; Research Universities; *Schools of Education; *Teacher Education Programs
IDENTIFIERS- *Mississippi State University
Among the functions of a college of education are engaging in basic research in education and helping the college and individual faculty members provide research for the clientele that the college serves. A formal structure for these tasks is required by large universities. At Mississippi State University (MSU), the Bureau of Research and Development (BRD) supplies these services with the help of support units such as the Test Item Bank and the Research and Curriculum Unit for Vocational and Technical Education. As an example of an evaluation study conducted through the College of Education, an evaluation directed by the BRD of the program in

teacher education is presented. Four strategies of data collection were employed to obtain information about alumni morale and opinion of training received, current employment status of Master's Degree recipients, and effectiveness of MSU graduates in job performance as viewed by supervisors. Increased activities in research and service in the College of Education have provided better visibility for all its programs. (SLD)

ED 291 804 TM 011 122

Naccarato, Richard W.
A Guide to Item Banking in Education. (Third Edition).
Northwest Regional Educational Lab., Portland, OR. Center for Performance Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 88
NOTE- 221p.; Data sheets contain small print.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Adaptive Testing; Computer Assisted Testing; *Item Banks; National Surveys; *Test Construction; *Test Interpretation; Test Items; Worksheets
IDENTIFIERS- Higher Order Skills
The current status of banks of test items existing across the United States was determined through a survey conducted between September and December 1987. Item "bank" in this context does not imply that the test items are available in computerized form, but simply that "deposited" test items can be withdrawn for use. Emphasis was on documenting the sources of test items in the various subject areas that respondents considered to measure higher order thinking skills. Complete copies of the 41 Item Bank Data Sheets that were returned are included to describe item banks maintained by state or regional agencies (46% of the respondents), commercial ventures (33%), and school districts (20%). Most item collections contain basic skills items for reading, language arts, and math, but many are branching into science and the social sciences. Progress made in item banking in the last few years appears likely to increase with the development of better hardware and software. (SLD)

ED 291 805 TM 011 123

Green, Donald Ross
Misinterpreting and Misusing Tests: Some New Ways.
PUB DATE- 5 May 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Achievement Gains; *Item Banks; *Latent Trait Theory; *Standardized Tests; *Test Construction; Testing Programs; *Test Interpretation; Test Items; Test Norms; *Test Use

The use of item banks and item response theory has resulted in new ways to misinterpret and misuse tests through customized, yet standardized, achievement test batteries. The new test batteries create the possibility of serious misunderstandings based on the idea that any subset of items from the pool with a proper range of difficulties will produce scores that can reasonably be interpreted using national norms. System personnel may believe that they can select items from the nationally normed pool in accord with their preferences. Items chosen to be "fair" to a local area will provide higher scores than will a representative sample. The effect of local scales cannot be ignored in comparing local and national norms. If carefully used, the new tests can provide useful information. (SLD)

ED 291 806 TM 011 124

Green, Donald Ross
Sex Differences in Item Performance on a Standardized Achievement Battery.
PUB DATE- 28 Aug 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). Some tables contain light/broken type.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Educational Testing; Elementary Secondary Education; Item Analysis; Performance Factors; *Sex Differences; *Standardized Tests; *Test Bias; Testing Programs
IDENTIFIERS- LOGIST Computer Program
Differential functioning of males and females on achievement test items was studied in a sample of 110,000 students in kindergarten through grade 12. First, item parameters and ability estimates for these parameters were obtained from LOGIST computer program runs for the entire group. Predicted performance for each item for each group was separately determined, and expected performance was then subtracted from observed performance for the item. Items with extreme values were examined for content bias. Females had higher mean scale scores on all but three of 72 tests in the basic battery. Differences favoring females increased up to grade 8 and then diminished in high school. Variations of scale scores for females were smaller than those for males. The number of items biased in favor of females was less than the number biased in favor of males. Until such time as these results are better explained, test constructors are advised to continue carefully balancing the number of male and female names and actors in passages and items. Test data are summarized in attached tables. (SLD)

ED 291 807 TM 011 310

Education Information: Changes in Funds and Priorities Have Affected Production and Quality. Report to the Chairman, Subcommittee on Select Education, Committee on Education and Labor, House of Representatives.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/PEMD-88-4
PUB DATE- Nov 87
NOTE- 123p.
AVAILABLE FROM- U.S. General Accounting Office, PO Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies $2.00 each; 100 or more--25% discount).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; Educational Assessment; Educational Finance; *Educational Research; *Federal Aid; Information Dissemination; Information Services; Information Utilization; National Surveys; Public Agencies; Quality Control; Research Projects; Statistical Data; Statistical Studies; Trend Analysis
IDENTIFIERS- *Department of Education; *Educational Information

The House Subcommittee on Select Education asked the General Accounting Office (GAO) to study the condition of information on education in the United States during selected years between 1973 and 1986. The resulting report covers three areas: (1) the nature and amount of federally sponsored information on education; (2) the quality of such information; and (3) factors influencing production and quality of the information. The study consisted of a review of information-gathering activities of the three principal units of the Department of Education, namely, the National Institute of Education; the National Center for Education Statistics; and the Office of Planning, Budget, and Evaluation. The GAO also examined the quality of information through analysis of three statistical programs, namely, the National Assessment of Educational Progress, the Common Core of Data for Elementary and Secondary Education, and the Fast Response Survey System. Performance assessments concentrated on relevance, timeliness, technical adequacy, and impact. Results indicate a decline in federally sponsored research and in statistical and evaluative information on education; a shift away from collection of new data to service-oriented activities; and a trend toward contract awards to institutions rather than field-related endeavors. Agency comments and recommendations are outlined. (TJH)

ED 291 808 TM 011 313

Fabiano, Emily; O'Brien, Nancy
Testing Information Sources for Educators. ERIC/TME Report 94.
Educational Testing Service, Princeton, N.J.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 66p.
CONTRACT- 400-86-0018
AVAILABLE FROM- ERIC/TME, American Institutes for Research, 1055 Thomas Jefferson St., NW, Washington, D.C. ($8.00)
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Directories/Catalogs (132) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Books; Indexes; Online Systems; Periodicals; *Reference Materials; Reference Services; *Resource Materials; Test Construction; *Testing; Test Manuals
IDENTIFIERS- Printed Materials; *Testing Information
This guide provides annotated lists of books, journals, indexes, and computer-based services and organizations that are sources of test information. The guide directs educators to test information about assessing academic ability, aptitude, achievement, personality, vocational aptitude, and intelligence, as well as specialized topics such as school and classroom climate and sensitive issues such as death. In addition to bibliographic information about each source, a short summary of the purpose, subject matter, and uses of each source is included. A glossary of frequently used terms related to testing and a subject index to printed materials are included. (TJH)

ED 291 809 UD 025 539

Chapter II 1985-86 End-of-Year Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Apr 87
NOTE- 39p.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Acceleration (Education); *Business Education; Career Awareness; Educational Counseling; Elective Courses; *Engineering Education; Federal Programs; High Schools; Humanities Instruction; Internship Programs; Program Descriptions; *Program Evaluation; *Technical Education; *Urban Schools; Vocational High Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2; New York (New York)

During the 1985-86 school year the following three New York City high schools received federal funds under Chapter II, Subchapter C, for the development of special programs in the following subjects: (1) A. Philip Randolph--engineering; (2) Townsend Harris--the humanities; and (3) The Paul Robeson School--business and technology. Each of these programs integrated some combination of features such as honors level curricula, elective courses, career education, college faculty participation, enrichment activities, and internships into a cohesive program structure. Staff interviews and student performance data indicate that all three programs met their general goals of providing rigorous academic training and increasing students' awareness of career and higher education opportunities. However, only the Townsend Harris program met its specific evaluation objective. The difference between staff perceptions and the attainment of specific evaluation objectives may be a result of the use of objective criteria that were too difficult to accomplish in a one-year program. The programs are described, and recommendations for improving each are made. Data are presented on three tables. (BJV)

ED 291 810 UD 025 553

Boston Dropouts: Planning a Community Response.
Federal Reserve Bank of Boston, Mass.
SPONS. AGENCY- Committee for Economic Development, New York, N.Y.
PUB DATE- Aug 86
NOTE- 29p.; Boston sponsors of the conference included The Boston Compact, The Boston Private Industry Council, Inc., and the State Street Bank and Trust Company.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; *Dropouts; *High Risk Students; High Schools; Nontraditional Education; Parent Participation; *Program Implementation; School Business Relationship; Social Problems
IDENTIFIERS- Boston Compact; *Boston Public Schools MA

This pamphlet summarizes a conference in Boston on May 6, 1986. Its goal was to assess and plan strategies for the dropout problem in the Boston Public Schools. The Boston Compact, the draft plan contained in this document and prepared before the conference, served as the focus for discussion. Educators and administrators from across the country formed work groups to offer suggestions and recommendations for the plan. Some speakers and their topics were the following: (1) welcome addresss, William S. Edgerly; (2) "The Challenge of High-Risk Youth to Boston and the Nation," Julian T. Houston; and (3) "A Dropout Prevention and Reentry Proposal," Laval S. Wilson. The Draft Dropout Plan contained the following elements: (1) a statement of goals to reduce the dropout rate and return dropouts to educational programs; (2) background assumptions that explain the relationship between educational services and the decision to drop out; (3) structural issues recommending changes in the way educational and social services are organized; (4) program innovations for basic education; (5) plans for alternative educational programs; (6) plans for community services related to education; and (7) funding strategies. Recommendations from the work group concentrated on the scope and missing elements of the plan. (VM)

ED 291 811 UD 025 607

Natriello, Gary, Ed.
School Dropouts: Patterns and Policies.
REPORT NO.- ISBN-0-8077-2835-7
PUB DATE- 86
NOTE- 185p.
AVAILABLE FROM- Teachers College Press, Columbia University, New York, NY 10027 ($13.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Dropout Rate; *Dropout Research; High Risk Students; High Schools; *High School Students; Potential Dropouts; *Program Evaluation; Research Methodology; Research Utilization; Student School Relationship; Urban Schools
IDENTIFIERS- High School and Beyond (NCES)

This book collects articles that examine the patterns of dropping out evident among American youth, and the policies developed and implemented to reduce the incidence of dropping out. The following chapters (and their authors) are included: (1) Introduction (G. Natriello); (2) Can We Help Dropouts? Thinking about the Undoable (D. Mann); (3) Large School Systems' Dropout Reports: An Analysis of Definitions, Procedures and Findings (F. M. Hammack); (4) Standardizing Practice in the Analysis of School Dropouts (G. Morrow); (5) Who Drops Out of High School and Why? Findings from a National Study (R. B. Ekstrom, M. F. Goertz, J. M. Pollack, D. A. Rock); (6) Dropping Out: How Much Do Schools Contribute to the Problem? (G. G. Wehlage, R. A. Rutter); (7) Why Urban Adolescents Drop into and out of Public High School (M. Fine); (8) A Population at Risk: Potential Consequences of Tougher School Standards for Student Dropouts (E. L. McDill, G. Natriello, A. M. Pallas); (9) Raising Standards and Reducing Dropout Rates (S. F. Hamilton); and (10) Taking Stock: Renewing Our Research Agenda on the Causes and Consequences of Dropping Out (G. Natriello; A. M. Pallas, E. L. McDill). A list of notes appears at the end of each chapter. A list of contributors is appended. (BJV)

ED 291 812 UD 025 661

A Blueprint for Action II, 1987.
National Conference on Educating Black Children, Washington, DC.
PUB DATE- May 87
NOTE- 13p.; "A Blueprint for Action II" was developed by the 1987 National Conference on Educating Black Children. For "A Blueprint for Action," see UD 026 037.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Black Achievement; *Black Education; Black Students; Black Teachers; *Educational Improvement; *Educational Policy; *Equal Education; Parent School Relationship; Parent Student Relationship; *Policy Formation; Principals; School Business Relationship; School Community Relationship; School Policy; Student School Relationship; Teacher Administrator Relationship; Teacher Student Relationship
IDENTIFIERS- *Empowerment; *Excellence in Education

This document presents a set of action-oriented mandates developed at a conference of black national and grassroots organizations and associations to discuss ways to improve the education of black children. The mandates cover the following major issue areas: (1) students, who attend school to become intellectually, socially, and economically productive and who have the right to the best possible education on a free and equitable basis; (2) teachers, who must maintain high standards of effective teaching to ensure that each black child is provided the opportunity to attain the skills needed to achieve excellence in education; (3) administrators, who should systematically direct their authority and influence over the actions of students, staff, faculty, and parents to the development and implementation of educational programs that shall effectuate the maximum academic growth of each black child; (4) parents, who should understand their rights and responsibilities, become involved in the schools, and take responsibility for the education of their children; (5) community groups, which should participate more effectively in educating black children, and ask the "right" questions to improve local schools and school systems; and (6) policymakers, whose ultimate authority to plan and provide for effective educational policies and programs should be directed to the goals of achieving equity and excellence for black children. Activities for implementing the mandates are suggested. Appended are a list of the sponsors of the National Conference on Educating Black Children, a list of the institutional funders, and a list of members of the working committee for this document. (BJV)

ED 291 813 UD 025 776

Impact of Government Benefit Programs Declines, Adds to Number of Poor Families.
Center on Budget and Policy Priorities, Washington, DC.
PUB DATE- 2 Sep 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Welfare; Economically Disadvantaged; *Family Income; *Federal Programs; Low Income Groups; *Poverty Programs; Public Support; *Retrenchment; Social Problems; Socioeconomic Influences; Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families With Dependent Children; Bureau of the Census

The paper summarizes the results of an analysis of recently issued Census data. Examining the anti-poverty effectiveness of cash and non-cash benefit programs from 1979 to 1986, the analysis focuses on the impacts of those programs on families with children, the group whose poverty rate has risen most rapidly since 1979. The data reveal that government benefit programs now lift a smaller proportion of families with children out of poverty than they did in 1979. One-third of the increase in poverty among families with children since 1979 would not have occurred if government programs had as much impact today in removing families from poverty as the programs did in 1979. Among the factors accounting for the lessened impact of the programs are reductions in federal benefit programs through the early 1980s, the failure of states to increase benefits to keep up with inflation, changes in the economy that may have reduced the earnings of some poor families, and changes in the composition of the poverty population. There has been an underlying trend in the economy in which poor families are growing poorer and falling further below the poverty line. Charts and tables are included which summarize results and contain statistics on antipoverty program effectiveness. (PS)

ED 291 814 UD 025 806

Beal, Barry B.
A Study To Identify Items on the Iowa Tests of Basic Skills Which Are Associated with Racial or Ethnic Group Membership; To Determine Possible Relationships between Instructional Needs and These Items; and To Develop Recommendation Strategies.
Denver Public Schools, Colo.
PUB DATE- Feb 87
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alphabetizing Skills; *Basic Skills; Black Students; Elementary Secondary Education; Hispanic Americans; Language Skills; Literacy; Map Skills; Mathematics Skills; *Minority Group Children; *Racial Differences; Reading Skills; *Scores; Test Bias; Test Interpretation; Test Items; *Test Results; *Vocabulary Skills; White Students
IDENTIFIERS- *Iowa Tests of Basic Skills
In spring 1986 Anglo students received higher scores than Blacks or Hispanics on the Iowa Tests of Basic Skills (ITBS), on all subtests and at all grade levels in the Denver (Colorado) Public Schools. This study, by attempting to locate patterns of item response, seeks to identify items in the ITBS that suggest differential pupil achievement by racial or ethnic group. Discriminant analyses of items missed on each subtest of the ITBS by members of each ethnic group were done for pupils in grades 1, 2, 5, 7, and 8. The following results were discovered: (1) there is a nonchance relationship between a pupil's racial or ethnic designation and his or her right-wrong response pattern; (2) knowing nothing more than the pupil's response pattern, one can predict with from 58 to 73 percent accuracy the pupil's racial or ethnic designation; (3) the accuracy of the prediction increases as the age of the pupil increases; (4) the Vocabulary subtest provides the best means to predict whether a pupil is Black, Hispanic, or Anglo; (5) the subtests in Spelling, Capitalization, Punctuation, and Mathematics Computation have the least predictive power; and (6) those subtests requiring knowledge of specialized vocabulary and reading skills were generally stronger predictors than those that require application of rules or the use of memory or recall. The single easiest and potentially most effective instructional activity that will improve minority test scores is vocabulary building, with emphasis on nonvernacular, specialized words. Appendices provide data on graphs and tables, and describe the method of analysis. (BJV)

ED 291 815 UD 025 869

Harrington, Diane
Beyond the Four Walls: Teacher Professionalism in Action.
United Federation of Teachers, New York, N.Y.
SPONS. AGENCY- Gould Foundation for Children, New York, N.Y.
PUB DATE- Apr 87
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; Master Teachers; *Program Descriptions; *Public School Teachers; Secondary School Teachers; Substitute Teachers; Teacher Administrator Relationship; Teacher Characteristics; Teacher Education Programs; *Teacher Effectiveness; *Teacher Evaluation; Teacher Motivation; Teacher Participation; Teacher Student Relationship; *Urban Schools; *Urban Teaching
IDENTIFIERS- *Excellence in Education; New York (New York); Professionalism

In the spring of 1986 the United Federation of Teachers and the Edwin Gould Foundation for Children embarked on a six-month study, visiting schools and talking with staff about what comprises and influences teacher professionalism. This booklet presents nine case studies that illustrate teacher professionalism in actual New York City public school settings. The following schools and programs were studied: (1) PS 87--Master Teacher Intern Program; (2) Middle College High School; (3) PS 97--Committee of Concerned Educators; (4) Manhattan Center for Science and Mathematics--Industrial Arts/Technology Education; (5) PS 321--Special Educator Support Program; (6) Aviation High School--Substitute Vocational Assistant Programs; (7) The Mott Hall School; (8) High School of Telecommunication Arts and Technology; and (9) IS 115--Project Basics. Most New York City public school teachers work under conditions that are far from professional. The following components of teacher professionalism were identified: (1) the individual; (2) the setting; (3) teacher schedules; (4) resource allocation; (5) support of administrators; (6) belief in the value of teacher's contributions; (7) shared educational philosophy; (8) focus on the needs of students; (9) sense of collegiality; (10) openness to experimentation; and (11) training and development. The following issues are examined: (1) professionalism, public image, and salary; (2) compensation for teachers who "go the extra mile"; (3) definition of master or mentor teacher; and (4) how to involve teachers on the periphery. Lists of preliminary recommendations and references are included. (BJV)

ED 291 816 UD 025 936

Multiculturalism: Being Canadian.
Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.
REPORT NO.- ISBN-0-662-55550-3
PUB DATE- 87
NOTE- 69p.; Photographs will not reproduce well.
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Canada Natives; *Civil Liberties; *Civil Rights Legislation; *Cultural Awareness; *Cultural Pluralism; Foreign Countries; Multilingualism; *Public Policy; Social Change; Social Environment
IDENTIFIERS- *Canada
This booklet introduces Canada's Multiculturalism Act which provides for a new government-wide commitment to the principles and policy objectives of multiculturalism. As an essential component of the Canadian identity, multiculturalism has been fundamental to nation building and has allowed Canadians to enjoy the benefits of life in a culturally and racially diverse society. The history of immigration to Canada is reviewed in words and photographs. The aboriginal peoples of the nation are recognized. Canada's involvement with human rights, cultural equity, and bilingualism are traced. Suggestions are given for carrying out the principles and policies of the new Multiculturalism Act in public and private sectors of Canadian endeavors. The text is provided in English and in French. (VM)

ED 291 817 UD 025 958

Blueprint for Leadership: The Mission, The Model.
National Alliance of Black School Educators, Inc., Washington, DC.
PUB DATE- Nov 87
NOTE- 39p.
AVAILABLE FROM- National Alliance of Black School Educators, 2816 Georgia Avenue, N.W., Washington, DC 20001 ($6.00 each; $5.00 each for 100 copies or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Black Achievement; *Black Culture; *Black Education; Black Institutions; Black Leadership; Black Students; Magnet Schools; *National Programs; *Program Descriptions; *Program Development; Program Evaluation; School Community Relationship
IDENTIFIERS- Empowerment; Excellence in Education: *National Alliance of Black School Educators; Partnerships

The National Alliance of Black School Educators' (NABSE) Educational Development Plan (EDP) was initiated in 1985 as a four-year effort to implement the findings and recommendations of NABSE's report of the Task Force on Black Academic and Cultural Excellence, "Saving the African American Child" (1984). The EDP has the following major goals: (1) the development of a Demonstration School Project (DSP) to model academic and cultural excellence for African American learners; (2) the creation of the Charles D. Moody Research and Development Institute on African American Education for delivery of NABSE program services; and (3) the establishment of a foundation to administer an endowment program supporting the EDP. The DSP is designed to establish partnerships between NABSE and local school districts desiring to improve academic and cultural excellence for African American learners. Such a partnership between NABSE and a local school should involve all available resources in the community, seek the active participation of parents and other community residents, and encourage students themselves to participate in designing their learning experiences. The NABSE Moody Institute will evaluate, develop, and coordinate programs for the DSP. The Moody Institute will recommend the first NABSE DSP site, which will be selected in 1988. Appendices acknowledge the support of African American entrepreneurs and major educational publishers. A list of task force members and a list of 90 references are included. (BJV)

ED 291 818 UD 025 970

Benchmarks and Challenges: Third Report of the Governor's Task Force on Adolescent Pregnancy.
New York State Council on Children and Families, New York.
PUB DATE- Aug 87
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abortions; *Adolescents; *Ancillary School Services; Birth Rate; *Early Parenthood; Family Planning; Family Programs; Females; Health Programs; Housing; Illegitimate Births; Parenting Skills; *Pregnancy; Pregnant Students; *Program Development; Social Support Groups; *Unwed Mothers; Youth Opportunities
IDENTIFIERS- School Based Clinics

In 1985 over 60,000 adolescents ages 10-19 became pregnant in New York State. Of these, almost 26,000 gave birth and over 33,000 terminated their pregnancies. While the majority of those who became pregnant were 18- and 19-year-olds, 1,700 were aged 10 to 14. Of the total, 59 percent were white, and 39 percent were black or from another ethnic group. This report provides recommendations addressing problems associated with adolescent pregnancy, and examines the implementation of recommendations made by the Governor's Task Force in previous years. Recommendations are made in the following areas: (1) developing self-sufficiency skills as a consequence of a youth and family development approach; (2) improving the school-to-work transition; (3) creating opportunities for teen parents; (4) enhancing the family support network for adolescent parents; (5) utilizing schools as a hub for services; (6) strengthening multi-service approaches; (7) coordinating existing funding streams to improve housing options for pregnant and parenting teens; (8) promoting positive messages through the media; (9) involving the private sector; (10) facilitating responses of local agencies; (11) addressing related policy issues; and (12) assessing current programs and services. Individual statements on school-based clinics are appended, and a list of references is included. (BJV)

ED 291 819 UD 026 011

Simms, Margaret C.; And Others
Policy Discussion Papers Prepared for the National Policy Institute (5th, Washington, D.C., January 20-23, 1988).

Joint Center for Political Studies, Washington, D.C.
PUB DATE- 20 Jan 88
NOTE- 60p.
AVAILABLE FROM- Joint Center for Political Studies, Inc., 1301 Pennsylvania Avenue, N.W., Suite 400, Washington, DC 20004 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Blacks; Black Youth; Civil Rights; Criminals; *Economic Status; Educational Change; *Educational Improvement; *Financial Policy; Health Needs; Older Adults; *Policy Formation; *Public Policy

The gathering reported in this document provided an opportunity for black elected and appointed officials to join in framing the discussions and debates which will be engaging the attention of the nation in this election year. The papers are written on timely issues that are critical to black Americans and that urgently need to be brought to the attention of candidates for public office, political parties, and those who influence public policy. Recommendations are presented in terms of programs, financial support, legislation, and policy. The special needs for youth and the aged are addressed. The paper topics and authors are the following: (1) Economic Policy (Margaret C. Simms); (2) Children and Our Nation's Future (Barbara Savage); (3) The "Education Excellence Agenda" (Kent McGuire); (4) Civil Rights (Frank R. Parker); (5) Income and the Black Aged (Samuel J. Simmons); (6) Long-Term Care (Samuel J. Simmons); and (7) Criminal Justice (Clyde E. Murphy). (VM)

ED 291 820 UD 026 013

Bossone, Richard M., Ed.; Polishook, Irwin H., Ed.
Restructuring the Schools. Proceedings: Conference of the University/Urban Schools National Task Force (9th, Nashville, Tennessee, November 6-7, 1987).
City Univ. of New York, N.Y. Graduate School and Univ. Center.
PUB DATE- 88
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cooperative Programs; *Curriculum; Dropout Prevention; *Educational Change; *Educational Responsibility; *Educational Strategies; Educational Trends; Elementary Secondary Education; Leadership; Program Development; Program Implementation; *School Effectiveness; Urban Education

These proceedings from a conference on restructuring the schools present a variety of perspectives for instituting educational change. Consideration of the theme allowed a review of the failures of educational reform, and a survey of current trends. There was a call for less rhetoric and more attention to comprehensive insights and plans that will bring about the needed change. The papers and authors are the following: (1) "Children Are Our Best Investment" (Owen Butler); (2) "Urban Education and the Nation's Future" (Ernest Boyer); (3) "Leadership for School Restructuring" (Frank Newman); (4) "Restructuring the Education System: Agenda for the 90's" (Michael Cohen); (5) "Restructuring the Schools: A Plan for New York City" (Leon Goldstein); (6) "The Detroit Dropout Prevention Collaborative" (Arthur Jefferson); (7) "The Memphis Dropout Prevention Collaborative" (Willie Herenton); (8) "Restructuring the Curriculum" (Diane Berreth); (9) "Restructuring Schools" (Holly Houston); (10) "The Cooperative Elementary School" (Robert Slavin); (11) "A Strategy for Restructuring Schools: School Renewal" (Paul Heckman); (12) "The Potential of Teacher Professionalism: Conditions and Implications" (Judy Johnston); (13) "Restructuring Schools To Facilitate Teacher Learning" (Willis Hawley); and (14) "Summation" (Sol Hurwitz). (VM)

ED 291 821 UD 026 014

McMullan, Bernard J.; Snyder, Phyllis
Allies in Education. Schools and Businesses Working Together for At-Risk Youth. Summary and Conclusions.
Public/Private Ventures, Philadelphia, PA.
PUB DATE- 87
NOTE- 21p.; For volumes I and II, see UD 026 015-016.
AVAILABLE FROM- The Communications Department, Public/Private Ventures, 399 Market St., Philadelphia, PA 19106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advocacy; Basic Business Education; Business Skills; *Cooperation; Disadvantaged; Educational Improvement; *Educational Opportunities; Employment Potential; High Risk Students; *Nonschool Educational Programs; *School Business Relationship; Secondary Education; *Student Employment; Urban Education

There is a growing national movement in which schools and businesses have become allies in efforts to improve education. Many school-business partnerships focus on disadvantaged youth in urban areas. Three popular models for these collaborations are the following: (1) the pairing of a business with a single school; (2) collaborative efforts that focus on entire educational systems; and (3) collaborations intended to increase employability through the provision of special classes and/or part-time jobs. Nine programs were studied in order to ascertain their efficacy in improving the chances of success for at risk youth. The components, population, and type of collaboration are presented for each program. The major findings are the following: (1) the programs provide youth with experiences which show the link between schooling and employment; (2) while some programs exist in name only and others merely serve public relations functions, many are rigorous and intensive; (3) personal growth and employability have increased for participants; (4) many schools have been improved physically, academically, and affectively; and (5) the programs have become catalysts for educational change. (VM)

ED 291 822 UD 026 015

McMullan, Bernard J.; Snyder, Phyllis
Allies in Education. Schools and Businesses Working Together for At-Risk Youth. Volume I: Findings from the National Assessment.
Public/Private Ventures, Philadelphia, PA.
PUB DATE- 87
NOTE- 90p.; For volume II, see UD 026 016. For summary and conclusions, see UD 026 014.
AVAILABLE FROM- The Communications Department, Public/Private Ventures, 399 Market St., Philadelphia, PA 19106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Business; Dropout Prevention; Educational Change; *Educationally Disadvantaged; *Educational Opportunities; Entry Workers; High Achievement; *High Risk Students; Low Achievement; Morale; *Program Effectiveness; *School Business Relationship; School Effectiveness; Secondary Education
IDENTIFIERS- *Partnerships
The results of a study of school/business partnerships is reported. This privately funded national study was an assessment of collaborations attempting to increase the effectiveness of public schools. Qualitative research techniques were employed to study the components and structures of the programs and to assess student outcomes. The following discussions are presented: (1) introduction to the assessment; (2) the context of school/business collaborations; (3) what they do and whom they serve; (4) how they do it; (5) program effects; and (6) conclusions. In general, the programs showed strong potential for addressing educational reform and serving at risk youth. The increased scrutiny that businesses bring to schools seems to generate better attention to critical needs and new strategies for improving educational performance. Some of the best programs provide the students with experiences that ease the transition from school to the world of work. It is noted, however, that enthusiasm for the new collaboration should be tempered by the knowledge that such programs are limited in what they can do. Measurable positive changes in academic achievement due to these programs have yet to be documented. A 43-item list of references is included. (VM)

ED 291 823 UD 026 016

McMullan, Bernard J.; And Others
Allies in Education. Schools and Businesses Working Together for At-Risk Youth. Volume II: Collaboration Profiles.
Public/Private Ventures, Philadelphia, PA.
PUB DATE- 87
NOTE- 308p.; For volume I, see UD 026 015. For summary and conclusions, see UD 026 014.
AVAILABLE FROM- The Communications Department, Public/Private Ventures, 399 Market St., Philadelphia, PA 19106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business; Educational Change; *Educationally Disadvantaged; *High Risk Students; Nontraditional Education; Program Costs; Program Development; Program Effectiveness; *School Business Relationship; *School Effectiveness; Secondary Education; Student Participation
IDENTIFIERS- *Partnerships
This document contains profiles of nine school/business collaboration efforts around the country. The profiles are the result of direct field studies of the programs conducted in 1985-86 and part of a three-year project on school business partnerships that focused on the nature of the school/business relationship and the types of youth being served. The following three types of programs are presented: (1) programs directed at individual students; (2) initiatives directed at individual schools; and (3) collaborations whose activities are directed at school districts or systems. Most of these programs are for youth who are educationally or socially at risk. Each profile contains the following information: (1) introduction and overview; (2) context and history; (3) program administration; (4) key features and components; (5) youth group served; (6) outcomes; and (7) conclusions and recommendations. For each program a name and address is given to obtain further information. An 18-item bibliography is included. (VM)

ED 291 824 UD 026 018

Akin, James P.
Improving Minority Performance on Standardized Tests.
Alexandria City Schools, Va.
PUB DATE- Sep 87
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; *Black Achievement; *Black Students; Compensatory Education; *Educational Improvement; Elementary Secondary Education; Ethnic Groups; Low Achievement; Management Development; School Effectiveness; *Scores; *Standardized Tests
IDENTIFIERS- *Alexandria City Public Schools VA

This paper summarizes the steps taken during the 1985-1986 school year to improve performance by Black students on standardized tests in the Alexandria City (Virginia) Public Schools. In spring 1985, the test results for Blacks were lower than for Hispanics, Whites, and Asians. During the summer of 1985 a plan was devised to improve minority achievement. Principals and other administrators were trained to institute special programs for the fall. Some of the programs were the following: (1) a writing and reading program for kindergarten and grade one; (2) instructional aides for grade one; (3) language experience and manipulative math programs for elementary students; (4) study skills courses for grades six and ten; and (5) parent education programs. In 1986 the scores for Blacks showed some improvement in all but two grades, but there was statistical evidence that the rise in scores was not attributable to the programs. Of continuing concern is the widening gap between scores of Blacks and those of other students. Future plans include computerizing the test score data and a required course in test-taking. Statistical data are presented in tables and charts. (VM)

ED 291 825 UD 026 019

The New Reductions in Low Income Programs in FY 1988.
Center on Budget and Policy Priorities, Washington, DC.
PUB DATE- Jan 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgeting; Disadvantaged; Eligibility; *Family Programs; *Federal Aid; Financial Support; Low Income; *Poverty; Programs; *Public Policy; Retrenchment; Welfare Recipients; *Welfare Services

An analysis of fiscal year 1988 funding levels shows that there will be many cuts in programs for the poor. The programs which will be affected the most are those which pay heating bills for poor households, those which provide emergency food and shelter for the homeless, and those which provide housing assistance for low income elderly and handicapped people. Some of these categories have been cut in half since 1981. Originally the budget resolution had called for funding at 1987 levels plus inflation, but when Congress and the White House negotiated the deficit reduction package funding for these programs was reduced. A few programs, such as supplemental food programs and compensatory education programs have received increases, but many of these programs currently reach only about 40 percent of those eligible for them. Budget increases in some categories will be offset by cuts in the funding to agencies which provide the services. Funding levels and changes in funding for low income programs are presented in three tables. (VM)

ED 291 826 UD 026 020

Welfare Reform. Hearings before the Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means. House of Representatives, One Hundredth Congress, First Session (January 28, February 19, March 4, 6, 10, 11, and 13, 1987).
Congress of the U.S., Washington, D.C. House Committee on Ways and Means.
PUB DATE- 87
NOTE- 695p.; Serial 100-14.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Budgeting; Disadvantaged; Disadvantaged Youth; Financial Needs; Hearings; *Living Standards; *Public Policy; *Retrenchment; Unemployment; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Access to Health Care; Congress 100th; Self Sufficiency; Social Policy; Workfare

The hearings reported in this document focused on the need to reform the welfare system and the effects those reforms could have on welfare recipients. Issues addressed by the subcommittee members and the witnesses were the following: (1) why do one-fifth of the nation's children live in poverty in spite of welfare programs; (2) can the demonstration projects, such as workfare, gain widespread acceptance and success; (3) can health benefits improve and continue for those who move from the welfare rolls into jobs; (4) can a minimum standard of living be assured, especially in the wake of housing shortages; (5) how will self-sufficiency be achieved by dropouts and teenage parents; (6) can adequate child care services be assured; (7) how can the chronically unemployed people be motivated; (8) what will prevent inflation from recreating the present welfare situation; (9) what methods can be used to motivate the business sector to aid in this effort; (10) what can be done to enforce laws which assure equal access to jobs and education; and (11) what models are useful in preventing poverty in future generations. (VM)

ED 291 827 UD 026 021

Children at Risk: The Work of the States.
Council of Chief State School Officers, Washington, D.C.
PUB DATE- 87
NOTE- 17p.
AVAILABLE FROM- Resource Center on Educational Equity, Council of Chief State School Officers, 400 N. Capitol St., N.W., Suite 379, Washington, DC 20001 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Awareness; Demography; Dropouts; Early Childhood Education; Educational Improvement; *Educational Strategies; Elementary Secondary Education; *Enrichment Activities; Family Life Education; *High Risk Students; *Minority Group Children; *Program Effectiveness; State Aid; Success; Urban Education; *Youth

This study of at-risk youth and children highlights the states' interest in this problem, sparked by changing demographies, new state educational reform policies, the concerns of business and industry, and increasing national awareness. The nature of at-risk youth is examined and the obstacles to meeting their needs are discussed. Findings are presented from surveys of the education agencies of all 50 states, the District of Columbia, Guam, and the Virgin Islands; and of the directors of 69 programs identified as successful by the states and territories. Numerous strategies and program components are revealed in profiles of successful programs. Among the far-reaching recommended goals and activities are the following: (1) establish high quality educational programs for children from preschool to second grade; (2) provide a challenging curriculum; (3) provide alternative programs; (4) provide all students with skills training to promote employability; (5) assure an integrated school initiated community-home support system; (6) develop curricula and instructional techniques that will enhance diverse cultural understanding; (7) promote the need for staff who reflect the cultures of the students; (8) improve teacher pre-service and in-service training; (9) initiate appropriate data collection systems; (10) provide services for pregnant and parenting teenagers; and (11) develop public education campaigns about the consequences of being at risk. (VM)

ED 291 828 UD 026 022

Abolishing Poverty among Older Americans. Hearing before the Select Committee on Aging. House of Representates, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
REPORT NO.- House-Comm-Pub-100-637
PUB DATE- 18 Jul 87
NOTE- 76p.; Portions contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Blacks; Budgeting; Disabilities; Eligibility; Federal Aid; Females; Health Needs; Health Services; Hearings; *Living Standards; *Older Adults; *Poverty; *Public Policy; Welfare Services
IDENTIFIERS- Access to Health Care; *Social Security; *Supplemental Security Income Program

At this hearing on abolishing poverty among older Americans, 11 witnesses testified regarding the needs of elderly and disabled Americans. Of particular concern was the efficacy of Social Security and Supplemental Security Income as programs to reduce poverty and the special concerns of elderly blacks. Most witnesses spoke about the negative effects of policies and budget levels created during the Reagan administration. Other issues of concern were the following: (1) fairer tax laws for the elderly and disabled; (2) liberalizing public assistance eligibility requirements; (3) improving health benefits and health care services; (4) special needs of elderly people who live alone; (5) how welfare reform may affect the elderly; (6) special needs of non-English speaking elderly; (7) programs and agencies which have been successful advocates for elderly concerns; (8) the cost and availability of housing; and (9) special concerns of elderly females. (VM)

ED 291 829 UD 026 023

Bade, Maryjean
Chapter 2 Evaluation Report for 1984-85 & 1985-86.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Jul 87
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Early Childhood Education; *Educational Finance; Elementary Secondary Education; *Federal Aid; Program Costs; Program Development; *Program Evaluation; Program Proposals; School Support
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2; Wisconsin Department of Public Instruction
The Chapter 2 (Educational Block Grant) program of the Education Consolidation and Improvement Act (ECIA), which became effective on July 1, 1982, aims to improve elementary and secondary education (including pre-school education) for children attending both public and private schools. Two major goals are the following: (1) to provide flexibility for the use of monies in accordance with specific educational needs; and (2) to greatly reduce the administrative and paperwork burden imposed upon the schools. This report, presented in two parts, evaluates the use of Chapter 2 funds in Wisconsin during the academic years 1984-85 and 1985-86, respectively. Each part contains the following sections: (1) State Level Funds; (2) Five Percent State Level Discretionary Projects; (3) State Advisory Committee Report; and (4) Chapter 2 LEA (Local Educational Agencies) Evaluation Survey Results. Data covering allotments per student and program costs are presented on 13 tables. (BJV)

ED 291 830 UD 026 025

S. 373. A Bill to Reauthorize the Program of Finance Assistance to Meet Special Educational Needs of Disadvantaged Children, and to Reauthorize Chapter 2 of the Education Consolidation and Improvement Act of 1981, through Fiscal Year 1993. Reported with an Amendment. 100th Congress, 1st Session.
Congress of the U.S., Washington, D.C. Senate.
REPORT NO.- Senate-R-100-222
PUB DATE- 19 Nov 87
NOTE- 442p.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academically Gifted; American Indians; *Compensatory Education; *Disadvantaged Youth; *Educational Finance; *Educational Improvement; Elementary Secondary Education; Equalization Aid; *Federal Aid; Federal Indian Relationship; Federal Programs; Government School Relationship; Hawaiians; High Risk Students; Low Income Groups; Migrant Children; Minority Group Children; Private School Aid
IDENTIFIERS- Education Consolidation and Improvement Act 1981; Education Consolidation Improvement Act Chapter 1; *Education Consolidation Improvement Act Chapter 2; *Proposed Legislation

This document provides the text of Senate bill S. 373, reauthorizing the program of finance assistance to meet the special education needs of children of low-income families, children of migrant parents, Indian children, and handicapped, neglected, and delinquent children. Allocations and program requirements for the following types of programs are described: (1) basic programs operated by local education agencies; (2) programs for secondary school basic skills improvement and for school dropout prevention; and (3) programs operated by state agencies. Title I, Chapter 2 of S. 373 reauthorizes Chapter 2 of the Education Consolidation and Improvement Act of 1981, which funds state, local and national programs for elementary and secondary education improvement, through fiscal year 1993. Title II authorizes the following special programs for innovation in education: (1) Even Start Act; (2) Effective Schools Programs; (3) Women's Educational Equity Act; (4) Jacob K. Javits Gifted and Talented Students Education Act of 1987; (5) Family-School Partnership Act; (6) Allen J. Ellender Fellowship Program; (7) Territorial Assistance Programs; (8) Parental Choice Open Enrollment Demonstration Program in Public Schools; (9) Rural Education Opportunities; and (10) Secretary's Fund for Innovation in Education. Title III authorizes magnet schools assistance. Title IV approves the Impact Aid Reauthorization Act of 1987. Title V approves the Adult Education Reauthorization Act of 1987. Title VI approves the Education for Economic Security Act of 1987. Title VII approves the Bilingual Education Act. Title VIII approves the School Dropout Demonstration Assistance Act of 1987. Title IX approves the National Assessment of Educational Progress Improvement Act. Title X authorizes education programs for native Hawaiians. Title XI determines general provisions. (BJV)

ED 291 831 UD 026 027

Oakes, Jeannie
Improving Inner-City Schools: Current Directions in Urban District Reform.
Center for Policy Research in Education.
REPORT NO.- Rand/JNE-02
PUB DATE- Oct 87
NOTE- 81p.
GRANT- OERI-6-86-0011
AVAILABLE FROM- Publications Department, The RAND Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Disadvantaged Schools; Disadvantaged Youth; *Educational Facilities Improvement; *Educational Improvement; Elementary Secondary Education; Government School Relationship; High Risk Students; Nontraditional Education; *Program Effectiveness; *Program Evaluation; Public Policy; Urban Education; *Urban Schools

IDENTIFIERS- Partnerships

Increasing concern about the overall quality of America's schools has altered federal and state education policy priorities. This shift has resulted in a reduction of federal support, an increase in state-level initiatives, and development of new policies aimed more toward improving the education system generally than toward solving the problems of the most disadvantaged urban schools, which serve poor, minority, and non-English-speaking immigrant children. Through telephone interviews with urban school district administrators and a review of the literature, five types of reforms currently being widely implemented in urban districts were identified: (1) efforts to increase the "effectiveness" of schools, curricula, and instruction; (2) alternative delivery systems; (3) early childhood programs; (4) social supports; and (5) cooperative partnerships. This document analyzes the effectiveness of these direct intervention strategies in addressing the issues in the most troubled urban schools and helping low-income and minority students break their patterns of low achievement, dropping out, and joblessness. The most promising strategies for helping inner-city students are those that will accomplish the following: (1) build capacity at local school sites; (2) provide school autonomy and flexibility in designing and implementing improvement plans; (3) take a broad view of curriculum and instruction; (4) provide real-life incentives for urban students to achieve at school; and (5) coordinate efforts with other institutions and agencies to provide social and economic opportunities beyond the reach of the school. Strategies are analyzed on two tables; a list of 169 references is appended. (BJV)

ED 291 832 UD 026 028

Metrolink: Developing Human Resources through Metropolitan Collaboration.
Institute for Educational Leadership, Washington, D.C.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.
PUB DATE- Mar 86
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Community Cooperation; Cooperation; *Cooperative Programs; *Human Resources; *Institutional Cooperation; Labor Force Development; Long Range Planning; *Participative Decision Making; Program Design; Social Planning; Urban Areas; *Urban Improvement; Urban Problems
IDENTIFIERS- Commitment; Connecticut (Hartford); Georgia (Atlanta); Indiana (Indianapolis); Kentucky (Louisville); Massachusetts (Boston); Minnesota (Minneapolis); Missouri (Saint Louis); Oregon (Portland); *Partnerships

The MetroLink project supported and studied the process of collaboration for human resource development in American metropolitan areas. The project was conducted in 1984 and 1985 in the following eight metropolitan areas: Atlanta, Georgia; Boston, Massachusetts; Hartford, Connecticut; Indianapolis, Indiana; Louisville, Kentucky; Minneapolis, Minnesota; Saint Louis, Missouri; and Portland, Oregon. The study documentation indicated that: (1) successful collaboration to overcome longstanding systemic problems in human resource development can be achieved; (2) there appear to be five stages in the development of collaboration; (3) different elements of leadership, history, and levels of commitment combine to determine the nature of collaborative alliances; (4) 12 themes apparently characterize collaborative efforts. The 5 phases and 12 themes of the collaborative process are discussed at length in the body of the report. MetroLink also achieved the following specific outcomes in each site: (1) a coordinator trained in assessing and gathering information about a metropolitan area's political and economic environments, and in using external networks to bring information and expertise to the area; (2) a cadre of leaders who understand the complexities of metropolitan area planning and policymaking processes, and effective strategies for intervening in those processes; (3) a process for documenting and assessing cooperative activities among schools, businesses, higher education institutions, and among labor organizations, governmental agencies and individuals; (4) a specific, publicly visible example of results gained from cooperative efforts; and (5) a small national network capable of disseminating experiences gained through MetroLink to additional metropolitan areas. The cross-sector collaboration process in each of the eight metropolitan areas is discussed. (BJV)

ED 291 833 UD 026 029

Baltimore City Public Schools Resource Manual.
Baltimore City Public Schools, Md.
PUB DATE- May 87

NOTE- 355p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Programs; Child Abuse; Church Programs; *Community Programs; *Consultation Programs; Elementary Secondary Education; *Guidance Programs; Job Training; Nonschool Educational Programs; Poverty Programs; *Social Services
IDENTIFIERS- *Baltimore City Public Schools MD

This resource manual prepared for the Baltimore City Public Schools describes local programs that provide services in the following areas: (1) child and sexual abuse; (2) counseling; (3) education and careers; (4) employment and training; (5) health; (6) housing; (7) parenting and child care; (8) recreation; (9) runaways and homeless; (10) teen pregnancy; (11) Baltimore City Public Schools; and (12) miscellaneous. In addition to a description of the program, each listing includes information on: (1) ages serviced; (2) target population; (3) intake requirements; and (4) cost of service. Cross-referenced descriptors for each listing are provided. The address, phone number, hours of service, and the name of the director and a contact person at each program are also provided. (BJV)

ED 291 834 UD 026 030

Failure and Fraud in Civil Rights Enforcement by the Department of Education. Twenty-Second Report by the Committee on Government Operations Together with Separate and Additional Views. 100th Congress, 1st Session.
Congress of the U. S., Washington, D. C. House Committee on Government Operations.
REPORT NO.- House-R-100-334
PUB DATE- 2 Oct 87
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Black Students; *Civil Rights; Compliance (Legal); Desegregation Plans; Elementary Secondary Education; Enrollment; *Failure; *Federal Regulation; Higher Education; *Law Enforcement
IDENTIFIERS- *Department of Education; *Fraud

Failure and fraud in civil rights enforcement by the Department of Education are reported. Investigation and enforcement of the law is the duty of the department's Office for Civil Rights (OCR), which has not followed procedural guidelines for these duties. Complaint cases have accumulated without resolution and few attempts have been made to withdraw federal monies from states and agencies which are not in compliance. Desegregation plans in school districts and institutions of higher education have been disregarded, causing a retrenchment in black enrollment and the number of black graduates. Efforts have been made to backdate some civil rights documents, improperly close discrimination investigations, and provide false information to a federal court. The Committee on Government Operations recommends that the OCR investigate these infractions thoroughly. Opposing views are presented by a group of 15 Representatives who believe that the work of the OCR is not as delinquent as has been suggested. The following issues are raised in support of the OCR: (1) there is a tremendous amount of material the OCR must review before making determinations; (2) failure to achieve a desegregation goal is not sufficient evidence of a violation; (3) OCR has taken corrective measures in the cases of back dating; and (4) OCR is not part of a scheme to mislead the court. (VM)

ED 291 835 UD 026 031

Karweit, Nancy
Effective Kindergarten Programs and Practices for Students at Risk. Report No. 21.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 49p.
GRANT- OERI-G-90006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Early Childhood Education; Early Experience; *Educational Strategies; *High Risk Students; *Kindergarten; *Program Effectiveness; Program Length; *Readiness; Student Promotion; Underachievement

This evaluation report examines research on kindergarten programs and practices for children who are at risk of school failure. Programs which present evidence of positive effects and which can be replicated at other sites are identified and discussed. A proposal is made for the development of a data base which gathers information on instruction practices across sites so that their efficacy can be evaluated accurately. Factors such as the background of the students and their socioeconomic status can be held constant or disaggregated to discover the most successful strategies for different populations. The following kindergarten issues are presented: (1) preparation for first grade; (2) schedules and activities; and (3) what to do when students are unsuccessful. Three approaches to the problem are considered: repetition of the kindergarten program; extending the kindergarten day; and delivery of a specialized curriculum. Effects of each of these approaches are discussed, with the third approach--use of alternative programs of instruction individualized according to the learning avenues best suited to a particular child--receiving the most extensive treatment. The discussion, which includes detailed descriptions of six specialized programs, covers the following points: effects of programs of instruction; effective programs and students at risk; and program effectivenss and alternatives. A 17-item list of references is included. Student outcomes and program effects are presented in tables and figures. (VM)

ED 291 836 UD 026 033

Meissner, Doris M.; Papademetriou, Demetrious G.
The Legalization Countdown: A Third-Quarter Assessment.
Denver Public Schools, CO. Dept. of Planning, Research, and Development.
PUB DATE- Feb 88
NOTE- 188p.
AVAILABLE FROM- Carnegie Endowment for International Peace, 11 Dupont Circle, N.W., Washington, DC 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Eligibility; *Federal Legislation; *Federal Regulation; Public Policy; *Undocumented Immigrants
IDENTIFIERS- *Immigration and Naturalization Service; *Immigration Law

The Immigration Control and Reform Act of 1986 (IRCA) gives undocumented aliens a chance to be granted legal immigration status. This document is the third quarter assessment of the Act, which ends its application period on May 4, 1988. The overall finding is that the legalization program requires major policy intervention before it is over or the chance to bring order to the immigration structure will be lost. More specific findings and recommendations include the following: (1) the public information effort has been inadequate and should be enhanced by a broad-based partnership of public and private information services; (2) adjustments in the regulatory policy have removed some barriers to eligibility but family members must be assured that each case will be judged sympathetically on its own merits; (3) the application process is efficient, and timely final decisions must be the highest priority; (4) some assistance organizations are operating well, others that have experienced mistrust must receive more support from the Immigration and Naturalization Service; (5) since the exact number of eligible persons is not known, the success of the program should not be judged by numbers; and (6) special arrangements may have to be made if there is a surge of applications just before the deadline. (VM)

ED 291 837 UD 026 035

Report to the State Board of Education of Florida, 1986-1987, by the Advisory Committee on the Education of Blacks in Florida.
Florida State Board of Education, Tallahassee.
PUB DATE- 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Black Achievement; Black Community; *Black Education; Black Family; *Black Students; Black Teachers; Community Colleges; Dropout Rate; *Educational Improvement; *Educational Policy; Elementary Secondary Education; *Equal Education; Postsecondary Education; Punishment; Racial Differences; School Policy; Scores; Socioeconomic Status; Special Programs; Student Financial Aid; Teacher Education; Test Validity; Track System (Education)
IDENTIFIERS- *Florida

This document presents the results of a study on the socio-economic and educational status of blacks in Florida. Data are presented in the following areas: (1) black family demographics; (2) employment status and income; (3) test standards, performance and student tracking; (4) high school promotion, dropout and graduation rates; (5) special program participation; (6) school discipline disparities; (7) delivery of instruction; (8) teacher education; (9) college entry, enrollment patterns, and curriculum choices; (10) community colleges; and (11) financial aid. Among the conclusions and recommendations are the following: (1) the number of school age blacks is increasing; (2) the black unemployment rate continues to soar, and blacks are clustered in lower paying jobs; (3) black academic achievement in standardized tests is lower than that of whites; (4) there is a high dropout rate among blacks; (5) blacks are disproportionately in special programs; (6) blacks are more likely than whites to receive harsh school punishment; (7) consideration should be given to the learning styles of students with varying socio-economic backgrounds and experiences; (8) teacher education programs should recruit and produce more black teachers, principals and guidance counselors; (9) the number of blacks enrolling and successfully completing a four-year degree has declined; (10) the number of blacks enrolling in community colleges has declined significantly; and (11) financial aid to black students has decreased while aid to white students has increased. Data resources are listed, and additional recommendations for improvement are suggested. (BJV)

ED 291 838 UD 026 036

High School Graduate Follow-up Report.
Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.
PUB DATE- 88
NOTE- 66p.; Appendices contain small, light type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Career Choice; *Employment Patterns; *High School Graduates; High Schools; Minority Group Children; *Postsecondary Education; Private Schools; Public Schools; *Racial Differences; Sex Differences; Vocational High Schools; White Students
IDENTIFIERS- *Connecticut

This report covers the October 1985 educational and career postsecondary activities of the June 1985 graduates from 146 Connecticut local public high schools, and 92 nonpublic high schools; and the February 1986 activities of the June 1985 graduates from the 17 regional vocational-technical schools (RVTS). The number of Connecticut high school graduates declined from June 1984 to June 1985, while the percentage continuing in education was the highest ever. Correspondingly, there was a decrease in the percentage of graduates beginning careers. Minority representation among graduates increased in 1985, but there were substantial disparities in postsecondary education and career activities by race. The following are highlights from this report: (1) there were 41,998 Connecticut high school graduates in 1985; (2) in 1985, 4,068 people were awarded General Educational Development diplomas; (3) of the total number of local public high school and RVTS graduates, 13.9 percent (4,809) were minorities; (4) 6.9 percent of nonpublic school graduates were minorities; (5) 68.8 percent of white graduates, and 53.4 percent of minority graduates continued in education; (6) 6.2 percent of minority graduates were unemployed, compared to 1.4 percent of white graduates; (7) a greater number of minority graduates entered military service than whites; (8) 27.4 percent of graduates went on to career-related activities; and (9) 16,776 students completed a vocational program as part of their course of study. Data are presented on 18 tables and figures. Seven appendices present summary data on enrollment and activity patterns of the schools studied. (BJV)

ED 291 839 UD 026 037

A Blueprint for Action.
National Conference on Educating Black Children, Washington, DC.
PUB DATE- Sep 86
NOTE- 9p.; "A Blueprint for Action" was developed by the 1986 National Conference on Educating Black Children. For 1987 proceedings that resulted in "Blueprint for Action II," see UD 025 661.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Black Achievement; Black Community; *Black Education; Black Students; Black Teachers; *Educational Improvement; *Educational Policy; *Equal Education; Parent School Relationship; Parent Student Relationship; *Policy Formation; Principals; School Business Relationship; School Community Relationship; School Policy; Student School Relationship; Teacher Administrator Relationship; Teacher Student Relationship
IDENTIFIERS- *Empowerment; *Excellence in Education

This document presents a set of action-oriented mandates resulting from a conference of black national and grassroots organizations and associations to discuss ways to improve the education of black children. The mandates cover the following major issue areas: (1) school administrators; (2) teachers; (3) parents; (4) students; and (5) policy-makers. Strategies for implementing the mandates are suggested. Appended are a list of the sponsors of the National Conference on Educating Black Children, which developed the mandates; and a list of institutional funders. (BJV)

ED 291 840 UD 026 038

Civil Rights Enforcement By the Department of Education. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session.
Congress of the U. S., Washington, D. C. House Committee on Government Operations.
PUB DATE- 23 Apr 87
NOTE- 403p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Colleges; Black Employment; Black Students; *Civil Rights; *Compliance (Legal); *Court Litigation; Elementary Secondary Education; *Equal Education; *Federal Legislation; Higher Education; Law Enforcement
IDENTIFIERS- *Department of Education

This transcript from hearings before the House Committee on Government Operations focuses on civil rights enforcement at State colleges and universities by the Department of Education. The questions and testimony centered around the following questions: (1) why had the department delayed enforcement in cases where violations of civil rights were found; (2) why had the department circumvented the Adams order, which outlines enforcement guidelines; (3) why were some cases referred to the Department of Justice, which took no action; (4) why is the Department's Office of Civil Rights (OCR) now using good faith criteria to measure desegregation efforts rather than actual accomplishments; and (5) why has the OCR taken no action in 10 states whose court-ordered desegregation plans expired a year ago. Statements and testimony alleging the unlawful actions of the department were given by witnesses representing organizations such as the National Association for the Advancement of Colored People and the National Women's Law Center. Many of the inquiries and statements reveal a coverup effort in which the dates were changed on complaints and investigations to make it appear that the OCR was fulfilling its mandates. Representatives from the Department testified that although some of the allegations were true, each case had a plausible explanation and was a minor break from policy or practice. They stated that there was no systemic effort to circumvent the law or the duties of the OCR. (VM)

ED 291 841 UD 026 039

Alexander, Karl L.; And Others
School Performance, Status Relations, and the Structure of Sentiment: Bringing the Teacher Back In. Report No. 9.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 87
NOTE- 51p.
GRANT- NICHD-1-R01-HD16302; OERI-G-86-0006
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Elementary School Teachers; Expectation; Grade 1; Low Income Groups; Primary Education; Scores; *Social Bias; Social Cognition; *Socioeconomic Status; *Teacher Attitudes; Teacher Background; Teacher Behavior; Teacher Influence; *Teacher Student Relationship; Test Results; Urban Education
Previous research has failed to support the widely held assumption that the academic difficulties experienced by many minority and low socioeconomic status youth are due to their "outsider" standing vis-a-vis the middle class culture thought to govern the social relations of schooling. This analysis suggests that this proposition errs in exaggerating the extent of cultural hegemony in the way schools work. Examination of data on the first grade experiences of a diverse sample of 825 urban public school children demonstrates that not all teachers are equally given to status-related biases. In particular, teachers' own social origins exercise a strong influence on how they react to the status attributes of their students. Especially striking are the disadvantages accruing to the low status pupils of high status teachers: their teachers hold to different behavior standards than their parents, consider the pupils to be less mature, hold lower performance expectations for them, and score exceptionally low on a measure of perceived school climate. Year-end marks and standardized test scores of low status students are depressed by these indicators of pupil-teacher social distance and teacher disaffection. A model of pupil-teacher "congruence" or "fit" is proposed as an alternative to the cultural hegemony framework, and the implications of such "fit" for the interpersonal dynamics of the classroom are discussed. Data are presented on four tables. A list of 45 references is included. (Author/BJV)

ED 291 842 UD 026 041

Foster, Frances Smith
Ethnic Children's Literature in the Schools.
PUB DATE- 24 Apr 87
NOTE- 16p.; Paper presented at the Annual Conference of the Society for the Study of the Multi-Ethnic Literature of the United States, (1st, Irvine, CA, April 24-30, 1987). For other conference papers, see UD 026 042-047.
AVAILABLE FROM- Frances Smith Foster, San Diego State University, Department of English, San Diego, CA 92182-0295.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anthologies; Authors; *Childrens Literature; *Cultural Differences; Elementary Secondary Education; *Ethnocentrism; Literature Appreciation; Minority Group Children; *Multicultural Education; Textbook Selection; *United States Literature
IDENTIFIERS- *Ethnic Literature
American educational institutions have used the literature of a few Anglo men to represent American literature. The problem of this one-sided presentation was alleviated somewhat during the 1960s when publishers began to offer some works of ethnic writers, especially for elementary school children. This was the result of influence by the civil rights movement and the feminist movement, which made people aware that white men were not the only people who contributed to American literature. In the 1980s the discussions moved to the psychological impact of literature on the individual. Not only do multicultural reading materials enhance reading skills, but they also sharpen sensitivity on the commonalities of human experience and improve the self-esteem of racial and ethnic minorities. Some retrenchment has been in evidence in the past few years as ethnic literature has become less available than it was in the 1970s. Further, many recent books perpetuate common stereotypes and misconceptions about minorities. Some educators try to find the one book that encompasses the ethnic experience without realizing that no single work can represent the totality of a point of view. Others make the assumption that all books with ethnic characters are ethnic literature. Bibliographies with ethnic categories and identifiers can help educators to find and understand ethnic literature. (VM)

ED 291 843 UD 026 042

Jaskoski, Helen
Is Writing an Appropriate Technology?
PUB DATE- 24 Apr 87
NOTE- 8p.; Paper presented at the Annual Conference of the Society for the Study of the Multi-Ethnic Literature of the United States, (1st, Irvine, CA, April 24-30, 1987). For other conference papers, see UD 026 041-047.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indians; Anthologies; *Appropriate Technology; Audiotape Recordings; *Ethnography; *Oral Communication Method; Performance; *Poetry; Videotape Recordings
IDENTIFIERS- *Transcription Method
This paper discusses ways to think about the dynamics between oral productions and technologies for recording texts. It addresses the special problems of collecting, interpreting, and transcribing literature of North American Indians. Many of the original transcriptions of these works were done with an Indian translator for whom English was not the first language. This accounts for the incompleteness of early works. Later, when audio recordings were used, the quality of transcription improved. In the 1960s an approach called ethnopoetics further aided the transcription process by concentrating on the maintenance of linguistic accuracy and fidelity to the performance context. Now video recording technologies make it possible to have a more expansive record of oral literary productions. This technology has brought about changes in the relationship between the audience and the performer; they no longer have to be in physical contact with each other. But electronic technologies require economic considerations which plain writing did not. They also require a considerable amount of infrastructure, such as power lines which put the transcriber and the audience in a dependent position. (VM)

ED 291 844 UD 026 043

Newman, Katharine D.
A Community of Scholars.
PUB DATE- 24 Apr 87

NOTE- 20p.; Paper presented at the Annual Conference of the Society for the Study of the Multi-Ethnic Literature of the United States, (1st, Irvine, CA, April 24-30, 1987). For other conference papers, see UD 026 041-047.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Literature; Cultural Differences; *Cultural Pluralism; *Hispanic American Literature; Literary Criticism; *Minority Groups; *United States Literature
IDENTIFIERS- *Ethnic Literature; Literary Collaboration; Literary Quality; Third World

This opening address at the annual conference of the Society for the Study of the Multi-Ethnic Literature of the United States (MELUS) introduces a community of ethnic scholars who make a considerable contribution to American Literature. The focus of the conference and the organization is to show that American literature does not have to be written in English and does not have to come out of a European tradition. Ethnic American writers must work to achieve a sense of community, and MELUS is the means by which this can be done. An editorial committee has been formed to work on publishing MELUS books. The organization attempts to keep standards of scholarship and integrity high among its members. Its multi-ethnic approach has been criticized by some who argue that it lessens the integrity of each group's cultural space, thus forcing an unwanted sort of assimilation. But the philosophy of the organization is that separate divisions for various ethnic groups will have less power to make an impact on American literature as a whole than will a unified group. MELUS will continue to proclaim the totality of American literature through its multi-ethnic approach. (VM)

ED 291 845 UD 026 044

Fujita, Gayle K.
"Picture Bride" as a Definition of "Third World" Poetry.
PUB DATE- 24 Apr 87
NOTE- 9p.; Paper presented at the Annual Conference of the Society for the Study of the Multi-Ethnic Literature of the United States, (1st, Irvine, CA, April 24-30, 1987). For other conference papers, see UD 026 041-047.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Expression; Creativity; *Cultural Images; Ethnicity; Females; *Imagery; Japanese Americans; *Poetry; *Symbolism; *United States Literature
IDENTIFIERS- *Ethnic Literature; Similes
This conference paper describes how the phrase "picture bride" is used as a metaphor in ethnic poetry. It is used in poems which concern female creativity in the areas of art and housekeeping. The phrase represents the fusion of concepts and ideas which are usually thought of in juxtaposition with each other. These concepts and ideas are the following; (1) female/male; (2) west/east; (3) feminist/sexist; (4) rural/urban; (5) outdoors/indoors; (6) contemporary/historical; (7) liberation/constraint; and (8) experimental/traditional. These contrasts represent the works of two artists who exemplify these ideas in their artworks. The poet weaves together the contrasting perspectives of the two artists by combining their artistic metaphors into verse. For example, the white towel referred to in one of the poems is an allusion to both the skin of powdered women in the painting of one artist and the bleached bones of the desert in a painting of the other. Such ethnic poetry in the United States demonstrates that people whose origins are in the third world remain conscious of those roots. This artistic expression provides a model for enacting cultural pluralism. (VM)

ED 291 846 UD 026 045

Thompson, Thomas C.; Cortes, Carlos E.
Objectifying the Subjective: toward the Development of a Computerized Database of the Treatment of Ethnicity and Foreignness in American Motion Pictures.
PUB DATE- 30 Apr 87
NOTE- 7p.; Paper presented at the Annual Conference of the Society for the Study of the Multi-Ethnic Literature of the United States. (1st, Irvine, CA, April 24-30, 1987). For other conference papers, see UD 026 041-047.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Characterization; Computers; Content Analysis; *Cultural Images; *Databases; *Ethnicity; Film Criticism; *Films; Foreign Countries; Influences; *Mass Media Effects; *Minority Groups; Public Opinion
This paper reports on a project to construct a computerized database of the treatment of ethnic groups and foreign nations in American motion pictures. The project is being conducted in response to a need for a scholarly examination of how film depicts these groups and nations. Since these media presentations are important influences on public perception, it is useful to assess the continuities and changes that have occurred over time and to compare these with public sentiment. Notes have been taken on over 3,000 films and film reviews. These will be coded on various descriptive variables and on subjective characteristics concerning ethnicity and nationality. Characters in the films will be judged in terms of the following variables: (1) identity; (2) function; (3) treatment; (4) physical and psychological profile;and (5) moral stature. Topics which provide insight into changing American values and taboos will be coded also. The development of the database is a multi-year project which is never-ending, given the number of motion pictures released yearly. The project is needed to illustrate how motion pictures have influenced popular images and how they contribute to global culture. (VM)

ED 291 847 UD 026 046

Clark, Katherine W.
Using Multi-Ethnic Literature in the Composition Classroom: Overcoming the Obstacles.
PUB DATE- 26 Apr 87
NOTE- 12p.; Paper presented at the Annual Conference of the Society for the Study of the Multi-Ethnic Literature of the United States, (1st, Irvine, CA, April 24-30, 1987). For other conference papers, see UD 026 041-047.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *College Curriculum; *College Faculty; Cultural Differences; Cultural Pluralism; Higher Education; Language Acquisition; *Literature Appreciation; *Multicultural Education; *Required Courses; Role Models; Textbook Selection; *Writing Instruction
IDENTIFIERS- *Ethnic Literature

A comprehensive composition course for the college level should include the strengthening of cognitive skills, language skills, social organization, and language patterns. The subjects which students are asked to read and write about should be multi-cultural in nature so that students learn more about other cultures while they analyze their own cultural experiences. Many constraints limit the professor's ability to have such a well rounded curriculum. In a composition course at the University of California at Irvine the constraints are the following: (1) the large number of students in the class; (2) the commitment to finish the course in a ten-week quarter; (3) the placement of the course in the English Department, where the faculty has narrow views about what constitutes a good composition course; (4) staff members who are mostly Anglo and have little knowledge of multi-ethnic literature; (5) the bias of publishers against including some ethnic groups but not others, like Asian Americans and American Indians; (6) the cost of books; and (7) student resistance to all or part of the multi-cultural approach. The solutions to these problems may be that instructors of these courses must develop and evaluate their work outside of the mainstream of existing departments, and students must be encouraged to validate their own cultural experiences as well as those of other groups. (VM)

ED 291 848 UD 026 047

Birnbaum, Lucia Chiavola
Oral Tradition of Italian-Americans.
PUB DATE- 24 Apr 87
NOTE- 7p.; Paper presented at the Annual Conference of the Society for the Study of the Multi-Ethnic Literature of the United States. (1st, Irvine, CA, April 24-30, 1987). For other conference papers, see UD 026 041-047.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; *Activism; *Females; Feminism; *Folk Culture; Foreign Countries; Immigrants; Italian Americans; *Oral History; Political Power; Religious Education; Self Determination
IDENTIFIERS- Catholic Church; *Italian Culture; *Italians
The assimilation of Italians into American culture led to the loss of the Italian language, and an oral tradition of Italian peasants in which Italian feminist philosophy was grounded. The legends, parables, and proverbs told by these Italian women challenged the teachings of Catholicism, perpetuating an underground religious tradition which worshipped female deities. Some of the activist activities of these women are the following: (1) socialist demonstrations in the late 19th century; (2) anarchist, Marxist, and feminist confrontations which led to social changes; (3) opposition to troop trains to Libya; (4) protests of World War I; (5) strikes; (6) resistance to fascism; and (7) the practice of birth control in defiance of church and state. The political impact of the women's oral tradition was a self-determined libertarian socialism. The study of this movement was documented in volumes of folklore in the 19th century. Today in Italy the study of this oral tradition is considered an enterprise of the political left. (VM)

ED 291 849 UD 026 048

Schilling, Brenda; And Others
Cross-Cultural Counseling. A Guide for Nutrition and Health Counselors.
Department of Agriculture, Washington, D.C.; Department of Health and Human Services, Washington, D.C.
REPORT NO.- FNS-250
PUB DATE- Sep 86
NOTE- 41p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- American Indians; Asian Americans; Beliefs; Blacks; *Counseling Techniques; *Counselor Client Relationship; Cultural Awareness; Cultural Differences; Cultural Influences; Cultural Traits; Eating Habits; *Health Education; Health Needs; *Intercultural Communication; Majority Attitudes; *Minority Groups
IDENTIFIERS- Child Health Care; *Cross Cultural Counseling; *Cultural Sensitivity; Maternal Health
The United States is a land of people with diverse cultural and ethnic backgrounds. There will be a time when every counselor is called on to serve clients from a culture different from his or her own. This guide promotes awareness of cross-cultural counseling problems, and provides information for counseling clients with different beliefs, customs, and behaviors related to food and health. A "standard" approach to counseling that does not consider a client's cultural background can create barriers that block effective communication. The following issues are discussed: (1) cultural values; (2) health beliefs, including health-related dietary practices, maternal health, and child health; and (3) approaches to dietary change. The attitudes held by the following cultural minority groups regarding the above issues are discussed in an appendix: (1) Asian and Pacific Americans; (2) Black Americans; (3) Hispanic Americans; and (4) Native Americans. The counselor's personality and communicating style affect the counseling process. The following aspects of nonverbal and verbal communication should be kept in mind: (1) silence; (2) distance; (3) eye contact; (4) emotional expression; (5) body language; (6) formality; (7) rapport; and (8) subject. If the client is not a native English speaker, the counselor should use simple vocabulary, and speak slowly and clearly. The advantages and disadvantages of using an interpreter are discussed. There are sometimes barriers to acquiring accurate information: approaches to overcoming them are suggested. A "Quick Guide for Cross-Cultural Counseling," and lists of references citing 80 sources are included. (BJV)

ED 291 850 UD 026 050

School Community Education Program in New York City 1985-86: Volume I. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Jul 87
NOTE- 98p.; For volumes I-IV 1984-85, see ED 278 130-133. For volumes II-IV 1985-86, see UD 026 051-053.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academically Gifted; Basic Skills; Computer Literacy; Computer Oriented Programs; Elementary Secondary Education; English Instruction; Parent Student Relationship; Program Design; *Program Evaluation; *School Community Programs; Tutorial Programs; *Urban Education; Urban Schools
IDENTIFIERS- *New York (New York)

During 1985-86 the School Community Education Program (also known as the Umbrella Program), funded by the New York State Legislature, provided a variety of educational and training experiences to some 25,871 participants, including pre-kindergarten children and their parents; and students, teachers, and supervisors from kindergarten through grade 12. The program consists of 44 different projects designed to provide innovative solutions to local educational and school problems. The 1985-86 evaluation indicates that in general the program was successful: 38 projects met their stated objectives, and some were highly successful. Of the six projects that did not reach their objectives, five set stringent objective criteria that may have been beyond their grasp. Those projects that failed to meet their stated objective should be closely monitored to identify the reasons for failure. Evaluation reports for each project are presented in four volumes. Each report contains a brief project overview, describes the evaluation methodology, presents the findings, and offers recommendations for improvement. This volume, Volume I, presents evaluation reports of the following projects, which provided basic skills, English, and computer literacy instruction to elementary, intermediate, and high school students: (1) Polo Grounds Valley Inc.--Improving Reading Achievement; (2) Harlem School--Community Tutorial Project; (3) Project LOGIC: Logo for the Gifted Increases Creativity; (4) Tutoring: Walk and Talk Program; (5) Improving Competency Skills; (6) Computer Word Processing Program; (7) Students-Parents as Partners; (8) Computer Literacy Program; (9) Riverdale Preparatory Academy; and (10) Science Enrichment Program. Data are presented on 18 tables. Appendices include copies of program-developed assessment instruments. (BJV)

ED 291 851 UD 026 051

School Community Education Program in New York City 1985-86: Volume II. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Jul 87
NOTE- 103p.; For volumes I-IV 1984-85, see ED 278 130-133. For volumes I-IV 1985-86, see UD 026 050-053.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; Environmental Research; Ethnic Studies; Fine Arts; Oral History; *Program Evaluation; *School Community Programs; Social Studies; Staff Development; *Urban Education

IDENTIFIERS- *New York (New York)

During 1985-86 the School Community Education Program (also known as the Umbrella Program), funded by the New York State Legislature, provided a variety of educational and training experiences to some 25,871 participants, including pre-kindergarten children and their parents; and students, teachers and supervisors from kindergarten through grade 12. The program consists of 44 different projects designed to provide innovative solutions to local educational and school problems. The 1985-86 evaluation indicates that in general the program was successful: 38 projects met their stated objectives, and some were highly successful. Of the six projects that did not reach their objectives, five set stringent objective criteria that may have been beyond their grasp. Those projects that failed to meet their stated objective should be closely monitored to identify the reasons for failure. Evaluation reports for each project are presented in four volumes. Each report contains a brief project overview, describes the evaluation methodology, presents the findings, and offers recommendations for improvement. This document, Volume II, presents evaluation reports of the following projects on social, ethnic and environmental studies, and instruction on communication and the arts: (1) Education and Camping Opportunity through Learning Environment (E.C.O.L.E.); (2) Urban Environmental Program for Elementary School Pupils; (3) Snug Harbor Cultural Center--Across Four Bridges; (4) Wave Hill Urban Environmental Program; (5) Refocusing Attitudinal Perspectives (RAP); (6) Goddard-Riverside Environmental Education Program; (7) Ethnic Awareness Program; (8) Oral History Program; (9) Lenox Hill--Environmental Education Program; (10) The Museum Connection. Data are presented on 13 tables. Appendices include copies of program-developed assessment instruments. (BJV)

ED 291 852 UD 026 052

School Community Education Program in New York City 1985-86: Volume III. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Jul 87
NOTE- 118p.; For volumes I-IV 1984-85, see ED 278 130-133. For volumes I-IV 1985-86, see UD 026 050-053.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Art Activities; Early Childhood Education; Elementary Secondary Education; Logical Thinking; Mastery Learning; Mathematics Instruction; *Program Evaluation; Science Instruction; *Staff Development; *Urban Education; Urban Schools; Writing Instruction
IDENTIFIERS- *New York (New York)

During 1985-86 the School Community Education Program (also known as the Umbrella Program), funded by the New York State Legislature, provided a variety of educational and training experiences to some 25,871 participants, including pre-kindergarten children and their parents; and students, teachers and supervisors from kindergarten through grade 12. The program consists of 44 different projects designed to provide innovative solutions to local educational and school problems. The 1985-86 evaluation indicates that in general the program was successful: 38 projects met their stated objectives, and some were highly successful. Of the six projects that did not reach their objectives, five set stringent objective criteria that may have been beyond their grasp. Those projects that failed to meet their stated objective should be closely monitored to identify the reasons for failure. Evaluation reports for each project are presented in four volumes. Each report contains a brief project overview, describes the evaluation methodology, presents the findings, and offers recommendations for improvement. This volume, Volume III, presents evaluation reports of the following staff development projects: (1) Legal Outreach Program; (2) Staff Development in Writing Instruction; (3) STAR LABS; (4) Mathematics Improvement Program; (5) Reasoning/Thinking Skills Program; (6) Arts in General Education (AGE); (7) Enrichment Program K-9; (8) Adventures in Science; (9) Early Childhood Language and Literacy; (10) Discovering Abilities and Improving Achievement; (11) Sum in One; and (12) Mastery Learning Program. Data are presented on 15 tables. Appendices include copies of program-developed assessment instruments. (BJV)

ED 291 853 UD 026 053

School Community Education Program in New York City 1985-86: Volume IV. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Jul 87

NOTE- 85p.; For volumes I-IV 1984-85, see ED 278 130-133. For volumes I-III 1985-86, see UD 026 050-052.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academically Gifted; Attendance; Career Awareness; Conflict Resolution; Curriculum Development; Early Childhood Education; *Educational Experience; Elementary Secondary Education; Family Programs; Health Programs; Magnet Schools; Parenting Skills; Pregnant Students; *Program Evaluation; School Choice; *School Community Programs; Science Instruction; Tutorial Programs; *Urban Education; Urban Schools

IDENTIFIERS- *New York (New York)

During 1985-86 the School Community Education Program (also known as the Umbrella Program), funded by the New York State Legislature, provided a variety of educational and training experiences to some 25,871 participants, including pre-kindergarten children and their parents; and students, teachers and supervisors from kindergarten through grade 12. The program consists of 44 different projects designed to provide innovative solutions to local educational and school problems. The 1985-86 evaluation indicates that in general the program was successful: 38 projects met their stated objectives, and some were highly successful. Of the six projects that did not reach their objectives, five set stringent objective criteria that may have been beyond their grasp. Those projects that failed to meet their stated objective should be closely monitored to identify the reasons for failure. Evaluation reports for each project are presented in four volumes. Each report contains a brief project overview, describes the evaluation methodology, presents the findings, and offers recommendations for improvement. This volume, Volume IV, presents evaluation reports of the following projects, which provided a variety of educational experiences to participants: (1) High School Preparation and Choice; (2) HELP: Neighborhood Center; (3) East Harlem Pre-kindergarten Center; (4) Brooklyn College Tutorial Center; (5) Publishing Activity Center; (6) Basic Skills After-School Program; (7) Parenting Education; (8) Science Instructional Support System; (9) Traveling Body Shop; (10) Pre-School Gifted and Talented at Brooklyn College Tutoria' Center; (11) Parent Cooperative Nursery Program; and (12) Peace Education Program. Data are presented on 14 tables. Appendices include copies of program-developed assessment instruments. (BJV)

ED 291 854 UD 026 054

Demoulin, Donald F.
Juvenile Delinquents, the Martial Arts, and Behavior Modification: An Experimental Study for Social Intervention.
PUB DATE- 87
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Attitudes; *Behavior Modification; *Delinquent Rehabilitation; Group Dynamics; High Risk Persons; Incentives; *Individual Development; *Males; Philosophy; *Physical Education; Self Concept
IDENTIFIERS- *Martial Arts
Adolescents are particularly open to the influences of interventions that restructure their attitudes and self-concept. This study assesses the influence of martial arts training that incorporates a philosophy of life along with strict discipline. The hypothesis was that such training could positively influence juvenile delinquents and contribute to their rehabilitation. Martial arts training was given to 20 delinquent males. These juveniles, aged 12-17 years, were assessed on the following treatment variables: (1) therapeutic effects that occurred as they helped each other during interactive sessions of the training; (2) knowledge of martial arts gained through the training as reflected in their personal performance on tests; and (3) the attendance record of each participant. The dependent variable was the degree of improvement in the participants' feelings and actions. The findings confirmed the hypothesis. Other conclusions were the following: (1) the participants had a very realistic view of themselves and their performance; (2) the trainees who felt a greater sense of freedom to participate performed better; (3) the best environment for this training with these subjects is one that is strictly controlled and disciplined, and has reinforcement incentives; and (4) more research is needed in the area of assessing the performance of this type of subject. Copies of the questionnaire given to the trainees, and the proficiency tests and a five-page list of sources, are included. (VM)

ED 291 855 UD 026 055

Claus, Richard N.; Quimper, Barry E.
Long-Term Continuous and Sustained Effects of Chapter 1 Participation 1983-1985. Evaluation Report.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Aug 87
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Standards; *Compensatory Education; *Criterion Referenced Tests; *Educational Improvement; *Educationally Disadvantaged; Elementary Education; High Risk Students; Longitudinal Studies; Mathematics Achievement; Program Effectiveness; Reading Achievement
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Saginaw City School System MI
This study from the city school district in Saginaw, Michigan measures the effects of the Chapter 1 Academic Achievement program on fifth grade students during the 1981-82 school year. A total of 463 students were classified into four categories depending on whether they were single year, multiple year, or continuous participants in the program; or whether they were from the regular education program. Three different standards were used to gauge the growth of the three groups receiving compensatory education: (1) normal curve equivalent; (2) normal growth; and (3) relative growth. The single and multiple year groups failed to meet the criterion score in reading, while the continuous group exceeded it. All three groups exceeded normally expected reading growth but failed to do so in mathematics. On the index that compared the compensatory groups to the regular group, only the continuous group showed a decrease in the gap between their group and the comparison group. The recommendations were the following: (1) future studies such as this one should be outlined in advance to assure that accurate longitudinal records are kept; (2) special studies are needed for students who test high but are still in need of compensatory education; and (3) these kind of data should be collected state-wide and shared with all of the educational community. Tables, appendices providing calculation instructions in gap reduction research design, and a brief bibliography are included. (VM)

ED 291 856 UD 026 056

Claus, Richard N.; Quimper, Barry E.
Compensatory Education Product Evaluation: Academic Achievement (A2) and Prevention Programs (P2) 1986-1987. Evaluation Report.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Jul 87
NOTE- 53p.; For related document, see ED 281 851.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Compensatory Education; *Educational Improvement; *Educationally Disadvantaged; Elementary Secondary Education; Incentives; *Inservice Education; Mathematics Instruction; Parent Participation; Pilot Projects; *Program Effectiveness; Reading Instruction; Scores
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Saginaw City School System MI
This evaluation report describes and assesses a compensatory education delivery system in the school district of Saginaw, Michigan. Three reading and math programs, for selected grades between grade 1 and grade 9, had the following goals: (1) to provide intensive academic instruction to the educationally disadvantaged; (2) to involve parents in the program; (3) to supply students with incentives for academic improvement; (4) to operate staff inservice programs; (5) to measure academic growth; and (6) to prepare students to effectively meet the academic competition of the general classroom. The 1986-87 delivery system showed a decrease from the previous year in the percentage of participants who achieved grade level in reading. There was some improvement in the percentage who achieved grade level in math. The overall results remained strong. The following recommendations were made: (1) communications should be improved among all involved in compensatory education programs; (2) there must be more inservice activities; (3) there must be greater recognition and rewards for excellence for both students and teachers; (4) student testing and selection procedures must be improved; and (5) efforts must be made to reduce variations in the program between building sites. Statistical data are presented in four tables and three appendices. (VM)

ED 291 857 UD 026 057

Student Involvement in Learning Action Packet. Research, Strategies and Programs for Special Populations.
Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE- 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Cognitive Processes; Coping; *Cultural Differences; Educational Strategies; *Failure; *High Risk Students; Locus of Control; Problem Solving; Self Esteem; *Student Reaction; Success; Task Analysis

To improve the responsiveness of educational programs to the needs of low achieving, at risk students, Research for Better Schools (RBS) has developed an assessment procedure. This document is the portion of that procedure that addresses the involvement of students in their learning, or how low achieving students cognitively operate on content. The discussion is set in the context of various teaching styles that may be used to transmit this content to the students. This approach is a departure from what has been practiced and researched in the past, when the focus was on how teachers' beliefs, attitudes and expectations influence their dealings with students. This new approach adds an important student-centered dimension to the analysis of teaching and learning. Research literature related to the following topics is reviewed: (1) the definition, measurement, and predictive value of cognitive ability for student achievement; (2) the differences between low achievers and high achievers in the performance of cognitive tasks; (3) how students respond to success and failure, how they believe success and failure happen, and what they do as reactive behavior; and (4) how cultural differences affect academic achievement. A nine-page list of references is included. (VM)

ED 291 858 UD 026 058

Achilles, C. M.; And Others
Evaluation of Three Years of a Basic Skills Remediation Project in Tennessee. The Knoxville City Schools (KCS) Proficiency Test Project: Summary of Results.
PUB DATE- 12 Nov 87
NOTE- 32p.; Some small print. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Basic Skills; Educational Improvement; Grade 9; High Schools; Middle Schools; *Minimum Competency Testing; Pretests Posttests; *Program Effectiveness; *Remedial Programs; Teacher Attitudes; *Test Coaching; Test Results; Test Wiseness; *Urban Schools
IDENTIFIERS- *Knoxville City Schools TN
The Knoxville City Schools (KCS) Proficiency Project ran from fall 1984 to spring 1987 in three Knoxville, Tennessee, middle schools and three high schools. Students in three of the eight KCS high schools were scoring consistently lower than pupils in the other schools on the grade 9 State Proficiency Test, especially in math (M) and language arts (LA). The primary intervention was a group of three proficiency teachers; each worked with one middle school (especially grade 8) and one high school (especially grade 9) to help teachers prepare grade 9 pupils in the three target schools to pass the M and LA portions of the test. This paper compares annual test results in the following groups of schools: (1) Proficiency Project, or target; (2) other schools; and (3) city, i.e., total. In 1982 there were great differences among the three groups of schools. After one year of the project in 1985, differences among the schools were small; the 1986 differences were a little greater than in 1985, but in 1987 the differences became comparatively less. The city scores for 1987 are greater than the 1982-84 average. The following explanations may account for this increase: (1) the target schools' scores pushed up the city scores; (2) the other schools' scores pulled up the city scores; or (3) a combination of the above. Data are presented on seven tables and several figures. A list of references is included as well as a list of prior reports of this project. Appendices include t-test analyses comparing pretest and posttest scores of selected groupings of respondents, and present the results of a questionnaire of math and language arts teachers' needs and concerns. (BJV)

ED 291 859 UD 026 059

Fang, Wei Li; And Others
Assessing Racial Attitudes in a University Setting.
PUB DATE- 15 Oct 87
NOTE- 10p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Black Students; College Administration; College Faculty; *College Students; Graduate Students; Higher Education; Questionnaires; *Racial Attitudes; Racial Distribution; Racial Relations; *School Surveys; *Test Construction; Test Results; White Students
IDENTIFIERS- University of Virginia
Although the University of Virginia is a state-supported institution, only eight percent of the students are black and less than one percent of the faculty are black. During the summer of 1986, an ad hoc committee of students, faculty, and administrators was formed, with the goal of increasing racial and multi-cultural awareness and improving race relations at the university. To best determine the course of action, the committee decided that the first step was to identify minority needs and the way students viewed intergroup relations. Initially undergraduate students were selected as the target group, but as instrument design progressed, committee members realized the importance of obtaining the perceptions of graduate students, faculty, and administrators as well. The purpose of this paper is to present the development and refinement of the student instrument and its modification for other groups. The final instrument that was administered to students was a result of planning meetings that were held with nearly 30 student groups, committee meetings, and field tests. Results from the three instruments (administered to undergraduates, graduate students, and faculty and administrators) are briefly presented along with committee recommendations for future steps. (BJV)

ED 291 860 UD 026 060

Cervetti, Michael J.
Classroom Climate Properties for the Memphis Effective Schools Project on the Learning Environment Inventory.
PUB DATE- Aug 87
NOTE- 60p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Black Students; *Classroom Environment; Grade 7; Grade 9; Grade 10; Grade 11; High Schools; School Desegregation; *Social Cognition; *Student Attitudes; *Urban Schools
IDENTIFIERS- *Memphis City Schools TN
The purpose of the Memphis Effective Schools Project (MESP), first initiated in the fall of 1982, is to help alleviate educational deficits that black students have acquired over the years of segregated schooling. The philosophy behind the MESP is that all students can learn in a conducive learning environment; this study assesses students' perceptions of their learning environment. Questionnaires were administered to all seventh, ninth, tenth and eleventh grade students from 11 Memphis City Schools to determine the following: (1) the MESP students' perceptions of classroom climate in relation to 15 measurable class group properties (cohesiveness, friction, cliqueness, competitiveness, favoritism, democracy, satisfaction, apathy, diversity, goal direction, disorganization, difficulty, formality, speed, and environment); and (2) differences between the MESP and two control groups on each of the 15 class group properties, and between the grades examined. The following results were discovered: (1) there are significant differences on class group properties within the effective schools; (2) MESP students perceived more cohesiveness, satisfaction, democracy, and formality than did members of the control groups; (3) there was more cliqueness in the lower grades, regardless of group; and (4) the innercity students perceived the subject matter as less difficult and at the same time perceived more friction in the classroom than did the students in the more affluent schools. Data are presented on 20 tables and figures. A 105-item Learning Environment Inventory is appended. (BJV)

ED 291 861 UD 026 061

Comprehensive School Improvement and Planning Process 1985-86. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Oct 87
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; Educational Facilities Improvement; Educational Improvement; Elementary Secondary Education; *Holistic Approach; Program Administration; *Program Development; Program Effectiveness; Program Evaluation; Program Improvement; *Staff Development; Staff Meetings; Staff Role; *Urban Education; *Urban Schools
IDENTIFIERS- *New York (New York)

During 1985-86, its first year, the Comprehensive School Improvement and Planning process (CSIP) operated in 156 of 392 New York City schools identified by the State Education Department's Comprehensive Assessment Report (CAR) as most in need of improvement. CSIP offers a holistic approach to school improvement and planning, and is designed to meet the rigorous guidelines for school improvement established in the CAR, as well as the Chancellor's Implementation Plan for Schools in Need of Assistance. The primary goal for the first year was for each school to submit a written, three-year plan presenting specific goals and activities designed to improve students' academic performance and the school's climate. Individual schools formed committees to write these plans, and CSIP facilitators assisted these committees in analyzing data, identifying problems, conducting surveys, and developing solutions. In general CSIP met its objectives. However, the programs had varying degrees of impact and acceptance across sites. The following recommendations are made: (1) principals and other staff should be made to realize that their commitment and participation is necessary for the success of CSIP; (2) planning committee members should have a common meeting during school hours, at least once a week; and (3) a program coordinator should be appointed. An appendix lists the chancellor's minimum standards for elementary, middle, and secondary schools. (BJV)

ED 291 862 UD 026 062

Welfare: Reform or Replacement? (Child Support Enforcement). Hearings before the Subcommittee on Social Security and Family Policy of the Committee on Finance. United States Senate, One Hundredth Congress, First Session (January 23 and February 2, 1987).
Congress of the U.S., Washington, D.C. Senate Committee on Finance.
REPORT NO.- Senate-Hrg-100-335
PUB DATE- 87
NOTE- 454p.; Many pages contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Child Neglect; *Child Welfare; Employed Parents; Family Programs; *Federal Programs; Government Role; Hearings; *Lower Class Parents; Parent Child Relationship; *Parent Responsibility; Parent Role; Policy Formation; Pregnant Students; *Program Development; Program Effectiveness; Program Implementation; Program Proposals; Retrenchment; Unemployment; Unwed Mothers; *Welfare Services; Well Being
IDENTIFIERS- Aid to Families With Dependent Children; Child Health Care; Child Protection; Child Support

This document presents the hearings on child support enforcement before the Senate Subcommittee on Social Security and Family Policy of the Committee on Finance. Testimony was given by invited public officials and representatives of organizations that have recently issued reports and proposals on how to improve the existing welfare system and how to promote the well-being of families with children. Written statements by additional individuals were also submitted. The following are among the topics addressed: (1) the basic principles and goals of the proposals presented; (2) how parental responsibility for the care of children can be better enforced; (3) what role various levels of government ought to play; (4) the effectiveness of the proposals in strengthening families and reducing dependency on public assistance; and (5) how the recommendations can be implemented in a period of fiscal restraint. (BJV)

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